UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Summer 2020

COURSE NUMBER               NUR 4766C sections 1001, 1002, and 1003

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

CREDITS :                             6 (3/3) 135 virtual 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 |
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| **Section leader:** |  |
| Michael Aull, MSN, RN, CEN |  |
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| **Additional Clinical faculty** | |
| **Sandra Wolfe Citty**, PhD, APRN-BC, CNE-BC | **Anita M. Stephen**, MSN, RN, CNL |
| Clinical Associate Professor | Clinical Assistant Professor  Co-Director for Simulation |
| Office: HPNP 2210C | Office: 3240 HPNP |
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| **David Derrico**, RN, MSN, CNE | **Michael A. Maymi** DNP, APRN, CPNP-AC, CCRN |
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| **Lisa Ferguson**, DNP, APRN, WHNP-BC | **Joanne Laframboise-Otto,** PhD, RN |
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| **Shavondra Huggins,** DNP, CNS, WHNP-BC, FNP-C, APRN |  |
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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 |  |
| 1001 (27) | 18033 | Dillard | W | 8:00am-11:00am |  |
| 1002 (27) | 18034 | Peters | W | 8:00am-11:00am |  |
| 1003 (34) | 18052 | M. Aull | M | 12:30pm-3:30pm |  |

The course management system that you will use for this course is E-Learning in Canvas. 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.

**TEACHING METHODS**

Zoom meetings – Synchronous and asynchronous

Collaborative Activities

Unfolding case studies

Review questions

Virtual/simulated clinical practice

Interactive Learning Platforms

**LEARNING ACTIVITIES:**

Pre-class activities - Canvas Learning Bursts

Reading assignments

Discussion forums

Individual and team in-class assignments

CLIC Math

HESI and Saunders NCLEX Prep assignments

Fundamentals Blast

Pharmacology Blast

QSEN assignments - Knowledge/Skills/Attitudes

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

**EVALUATION METHODS/COURSE GRADE CALCULATION:**

|  |  |
| --- | --- |
| Exam 1 | 20% |
| Exam 2 | 20% |
| Exam 3 | 20% |
| Canvas Quizzes | 10% |
| HESI Exit Exam | 15% |
| Participation | 15% |
| **Total** | **100%** |

**-**

**Be advised that exams delivered online will be monitored by remote proctoring services.**

*Course Average*

For Summer C, 2020, students must earn an average of 74% on all required course work (exams and assignments) to pass the course. No grades will be rounded including the exam scores and the final course grade.

*HESI Exit Exam 15%:*

The HESI Exit 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.  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. 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).

Virtual simulation time contributes to your clinical hours. Full participation in expected in all assigned simulations.

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 virtual clinical hours. Missed clinical time must be made up to maintain a total of 135 hours.

Punctuality is an expectation. Plan your arrival to the virtual clinical meeting prior to the scheduled start time. Tardiness will not be excused unless dire circumstances can be documented (example: sickness, etc.). Repeated tardiness will result in academic jeopardy and may hold the student back from successful completion of the course requirements. Excused absences with documentation (ex. a provider note) provided will be recorded by the section leader. Accommodations for missed work will be provided.

Collaborative learning is an essential component of this course. Attendance is expected at all scheduled classes and virtual 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 participation grade.

Students must be in synchronized Zoom meetings (in person, camera on) 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 during the on-line class. Violations will be reported to the Dean of Student Affairs 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 virtual simulation 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

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. Use of Evolve platform resources for this text book is a requirement.

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. Use of Evolve platform resources for this text book is a requirement.

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 purchased)

Elsevier Simulated Learning System (SLS) for RN 2.0, 1ST Edition

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/Course Objectives |
| --- | --- | --- | --- |
| Week of 5/11/2020 – 5/15/2020 | Module 1 | **Orientation to Course**  **Complex Pulmonary** | Program: I, III, IV, VI  Course: II, VI, VII, IX |
| *Monday (GNV)or*  *Tuesday (JAX)* |  | **Virtual Clinical** |  |
| Week of 5/18/2020 – 5/22/2020 | Module 2 | **Complex Cardiovascular**  Pharm Blast  Fundamentals Blast  Dysrhythmias review | Program: I, III, IV, VI  Course: II, VI, VII, IX |
| *Monday (GNV)or*  *Tuesday (JAX)* |  | **Virtual Clinical** |  |
| 5/25/2020 |  | **Memorial Day** |  |
| Week of  5/26/2020 – 5/29/2020 | Module 3 | **Complex Cardiovascular (week 2)**  Pharm Blast  Fundamentals Blast | Program: I, III, IV, VI  Course: II, VI, VII, IX |
| *Monday (GNV)or*  *Tuesday (JAX)* |  | **Virtual Clinical** |  |
| *5/29/2020*  **1300-1500** |  | **EXAM 1**  **Module 1-3** |  |
| 6/1/2020 – 6/5/2020 | Module 4 | **Complex Genitourinary**  Pharm Blast  Fundamentals Blast | Program: I, III, IV, VI  Course: II, VI, VII, IX |
| *Monday (GNV)or*  *Tuesday (JAX)* |  | **Virtual Clinical** |  |
| Week of 6/8/2020 – 6/12/2020 | Module 5 | **Complex Endocrine**  Pharm Blast  Fundamentals Blast | Program: I, III, IV, VI  Course: II, VI, VII, IX |
| *Monday (GNV)or*  *Tuesday (JAX)* |  | **Virtual Clinical** |  |
| Week of 6/15/2020 – 6/19/2020 | Module 6 | **Complex Gastrointestinal**  Pharm Blast  Fundamentals Blast | Program: I, III, IV, VI  Course: II, VI, VII, IX |
| *Monday (GNV)or*  *Tuesday (JAX)* |  | **Virtual Clinical** |  |
| *6/19/2020*  *1000-1200* |  | **Exam 2**  **Modules 4-6** |  |
| Weeks of 6/22/2020 – 7/3/2020 |  | Summer Break |  |
| Week of 7/6/2020 – 7/10/2020 | Module 7 | **Complex Neurological**  Pharm Blast  Fundamentals Blast | Program: I, III, IV, VI  Course: II, VI, VII, IX |
| *Monday (GNV)or*  *Tuesday (JAX)* |  | **Virtual Clinical** |  |
| Week of 7/13/2020 – 7/17/2020 | Module 8 | **Complex Immunology/Hematology**  Pharm Blast  Fundamentals Blast | Program: I, III, IV, VI  Course: II, VI, VII, IX |
| *Monday (GNV)or*  *Tuesday (JAX)* |  | **Virtual Clinical** |  |
| *7/17/2020*  *1300-1500* |  | **Exam 3**  **Modules 7-8** |  |
| Week of 7/20/2020 – 7/24/2020 | Module 9 | I**CU Bootcamp** | Program: I, III, IV, VI  Course: II, VI, VII, IX |
| 7/24/2020  1200-1500 |  | **Exit HESI** |  |
| *Monday (GNV)or*  *Tuesday (JAX)* |  | **Virtual Clinical** |  |
| Week of 7/27/2020-7/31/2020 | Module 10 | Triage: The Emergency Department | Program: I, III, IV, VI  Course: II, VI, VII, IX |
| *Monday (GNV)or*  *Tuesday (JAX)* |  | **Virtual Clinical** |  |
| Week of 8/3/2020 – 8/7/2020 | Module 11 | Jigsaw Meta-Analysis of QSEN | Program: I, III, IV, VI, IX  Course: I, II, VI, VII, IX |
| *Monday (GNV)or*  *Tuesday (JAX)* |  | **Virtual Clinical** |  |
| 8/13/2020  1200-1500 |  | **Exit HESI Retake** |  |
| Week of 8/10/2020 - 8/14/2020 |  | No Class/No Final Exam |  |
|  |  | **Graduation!** |  |

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