UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Fall 2020

COURSE NUMBER               NUR 4768C

COURSE TITLE                    Clinical Reasoning and Personalized Nursing Care:

Adult Chronic Conditions

CREDITS                              06 (3/3) 135 clinical hours

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 Didactic Coordinator:

Lisa Bagnall, PhD, RN, CNL, CNE

 Clinical Assistant Professor

Office: HPNP 3216

(352) 273-6421 office

(352) 207-4368 cell

Office Hours: Fridays 0900-1100 and in Canvas in Module Zero

Email: lisabag@ufl.edu

Karen Reed, DHSc, MSN, RN, CNL, CNE, CRRN

Clinical Assistant Professor:

Office: HPNP 3228

Office Hours: Noted in Canvas in Module Zero

Phone: (352) 273-6097

Cell: (352) 328-2320

Email: ksreed@ufl.edu

Saunjoo "Sunny" Yoon, PhD, RN

Associate Professor

Office: HPNP3223

(352)-273-6418 office

Office Hours: Noted in Canvas in Module Zero

 Email: yoon@ufl.edu

 Clinical Coordinator

David Derrico, RN, MSN, CNE

Clinical Assistant Professor

Office: HPNP 3202

Phone: (352)562-6305 cell

Office Hours:Fridays 0800-1000 and Noted in Module Zero in Canvas

Email: derridj@ufl.edu

Michael Aull, MSN, RN, CEN

Clinical Lecturer

UF Jacksonville Campus Office: Jacksonville CON, 3rd floor LRC

Cell: (724) 882-7578

Office hours: Thursdays 1300-1500 (or by appt.)

Email: maull@ufl.edu

Anne Dillard DNP, RN, AGCNS-BC, CNE

Clinical Assistant Professor

Office: HPNP 3231

Phone: (561) 389-9671

Office: 352-273-6366

Office Hours: Noted in Canvas under Module Zero

Email: acdillard@ufl.edu

Joanne Laframboise-Otto Ph.D, RN

Clinical Assistant Professor

Office: HPNP 3219

Phone: 352-294-8927

Cell: 352-222-0374

Office Hours: Noted in Canvas in Module Zero

Email: lafrajm@ufl.edu

Toni Lindsey, DNP, RN, CPN-BC

Clinical Assistant Professor

Office: HPNP 2232

Phone: (352) 273-6352

Office Hours: Noted in Canvas in Module Zero

Email: talindsey@ufl.edu

Allison Peters DNP, RN, CNOR, NEC

Clinical Assistant Professor

Office: HPNP 4206

Phone: 352-294-5721

Cell: 352-274-0854

Office Hours: Noted in Canvas in Module Zero

Email: petal@ufl.edu

Sandra Wolfe Citty, PhD, ARNP-BC, CNE

Clinical Associate Professor

University of Florida

College of Nursing

Phone:  352-356-1581

Office hours: Fridays 10A-12P and by appointment

Email:  swolfe@ufl.edu

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

1918 21870 Dr. Bagnall Wednesdays 8-10 A.M. via Zoom

1919 21871 Dr. Yoon Wednesdays 8-10 A.M. via Zoom

1921 27398 Dr. Reed Wednesdays 8-10 A.M. via Zoom

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded.  If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded.  If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

* You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
* This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
* Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
* Follow your instructor’s guidance on how to enter and exit the classroom.  Practice physical distancing to the extent possible when entering and exiting the classroom.
* If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/).
	+ - * Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/).

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.

Didactic content will be delivered asynchronously in short learning bursts. Students will have access to these recordings to refer back to. Synchronous (live via Zoom) meetings with didactic faculty will be conducted every week and attendance is required. The purpose of these meetings is to clarify course content and review case studies and/or review questions.

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**

# Syllabus quiz 1%

# Exam 1 25%

# Exam 2 25%

# HESI Exam 25%

HESI RN case studies 9%

ELNEC Modules 6%

Participation 9%

 100%

An online proctoring service will be used allowing testing offsite. Students are required to have a working webcam, and a stable Internet connection using Google Chrome. On the day of testing you will be instructed to download a testing extension via email. An authentication process will include a picture of yourself, UF ID, and scanning the room. All testing is based on honor code, students found breaching the honor code will be dismissed from the UF College of Nursing and possibly the University of Florida.

***Course Average***

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 Medical-Surgical Exam 25%:***

This course is designated by the University of Florida as a tracking course. The HESI RN Specialty Exam: Medical-Surgical Nursing will be administered in this course as follows. 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 if the student chooses. The highest score from the two attempts will be used for grading purposes. **The overall course average (including the HESI converted score) must reach 74%.**

***HESI RN case studies 9%:***

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 Thursday, October 8, 2020 by 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:*

During 9/21-10/16, students need to be in the Gainesville area as clinicals will be scheduled Monday through Thursdays. During the first two Fridays of the clinical emersion experience, there will be a planned medication simulation experience (Sept 25th and Oct. 2). Students will be scheduled for one of these days. Schedule and location TBA.

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

Students will be assigned to an EOL Simulation on a Friday or Saturday during the 4-week clinical emersion period (Oct. 9 - Oct. 17). All 6 of the above ELNEC Modules must be completed by 23:59 P.M. on Thursday, October 8 in order for students to be prepared for the EOL Simulation. 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 b 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 completion is required prior to the scheduled simulation activities 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. All assignments are due as posted.

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, <https://disability.ufl.edu/> ) 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/policies/student-honor-code-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>)

UF Grading Policy

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

REQUIRED TEXTBOOKS & RESOURCES

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

**Assessement Technologies Institute (ATI). 2020.** <https://www.atitesting.com/>

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>.

Harding, M. M., Kwong, J., Roberts, D. Hagler, D. & Reinisch, C. (Eds.). (2020). *Lewis’s*

*medical surgical nursing: Assessment and management of clinical problems.(*11th

Edition). St. Louis: Elsevier

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

 Missouri: Elsevier.

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

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

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

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 ~ FALL 2020**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Class Dates**  | **Module****&****Week** | **Topic & Pages in Lewis Med-Surg Textbook** | **Assignments Due**  | **Course Objectives (Program****Outcomes)** |
| **Aug. 31-Sept 6** | **Module 1**Week 1 | **Neurosensory Deficits**• Glaucoma • Cataracts • Hearing loss **End-of Life & Palliative Care**  | Syllabus Quiz due Sunday, Sept. 6 at 11:59 P.M.ELNEC: Modules 1 and 2 are due Sunday, Sept. 6 at 11:59 PM. | 1, 2, 3, 4, 5, 6, 7(1, 2, 3, 5, 9, 10, 11) |
| **Sept. 7-13** | **Module 2**Week 2 | **Chronic Cardiovascular Disorders**• Chronic stable angina • Peripheral arterial disease (PAD) • Chronic venous insufficiency • Varicose veins • Raynaud syndrome• Carotid artery disease Surgical/Endovascular Therapy for TIA and Stroke Prevention) | *\*****HESI RN Case Study:******Peripheral Vascular Disease with Amputation****(under Medical-Surgical)**\**Due before class on Wednesday, Sept. 9 at 8:00 AMELNEC: Modules 3 and 4 are due Sunday, Sept. 13 at 11:59 PM |  |
| **Sept. 14-Sept. 20** | **Modules 3**Week 3 | **Chronic Cardiovascular Disorders (part 2)**• Heart failure • Cardiomyopathy • Valvular heart disease  ~ Mitral valve stenosis, regurgitation, &  prolapse  ~ Aortic valve stenosis & regurgitation**Endocrine Disorders**• Hypo/hyperthyroidism • Hypo/ hyperparathyroid disorders  | ELNEC: Modules 5 and 6 are due Sunday Sept. 20 at 11:59 PM  | 1, 2, 3, 4, 5, 6, 7(1,2, 3, 5, 9, 10, 11) |
| **MEDICATION SKILLS LAB**Th., Sept. 17; Fri., Sept 18Your assigned Day, Time and Location TBA |
| **Sept 21-Oct. 18****Clinical** **Immersion****Period** | Weeks 4-7***There is no didactic coursework, synchronous nor asynchronous, during the 4-week clinical immersion period.*** | **MEDICATION SIMULATION**: Fri., Sept 25; Fri., Oct. 2Your assigned Day, Time and Location TBA.**END OF LIFE SIMULATION**: ​​Fri., Oct. 9; Sat., Oct. 10; Fri., Oct. 16; Sat., Oct. 17Your assigned Day, Time and Location TBA. | Post-Clinical Debrief 1 hr. x3 weeks during the clinical immersion period. Days and times to be determined by the individual clinical faculty members. Debriefing will be conducted via Zoom. |  |
| **Oct. 19-Oct. 25** | **Module 4**Week 8 | **Chronic Pulmonary Disorders**• Obstructive sleep apnea (OSA) • Chronic airflow limitation  Chronic bronchitis Emphysema Asthma• Interstitial lung disease  Idiopathic pulmonary fibrosis Sarcoidosis  | ATI #1 (Renal Failure) \*Due Sunday, Wednesday, October 21 at 11:59 PM | 1, 2, 3, 4, 5, 6, 7(1, 2, 3, 5, 9, 10, 11) |
| **Oct. 26-Nov.1** | **Module 5**Week 9 | **Chronic Neurological Disorders**• Amyotrophic lateral sclerosis (ALS) • Multiple sclerosis (MS) • Guillain-Barre syndrome • Myasthenia gravis • Parkinson’s disease • Trigeminal neuralgia • Stroke and stroke rehabilitation • Dementia and Alzheimer’s disease  | ATI #2 COPD- \*Due Wednesday, October 28 at 11:59 PM*\*****HESI RN Case Study:******Guillain Barre’****(under Medical-Surgical)*\*Due before class on Wednesday, Oct. 28 at 08:00 | 1, 2, 3, 4, 5, 6, 7(1, 2, 3, 5, 9, 10, 11) |
| **Friday****Nov. 6** |  | **Exam 1****Modules 1-5** |  |  |
| **Nov. 2 (Monday)** | **Student Orientation**  | **Monday, Nov. 2 at 10:00, there is a required student orientation to SLS via Zoom. Zoom Link to be determined and announced closer to the orientation.**  |  |  |
| **Nov. 2-8** | **Module 6**Week 10 |  **Chronic Musculoskeletal Disorders**• Muscular dystrophies• Arthritis Rheumatoid arthritis  Osteoarthritis• Fibromyalgia • Osteoporosis • Carpal tunnel syndrome• Intervertebral disc disease • Paget's disease • Joint surgeries- knee and hip arthroplasty | \* ***HESI RN Case Study:******Rheumatoid Arthritis with Joint Arthroplasty****(under Medical-Surgical)**\**Due before class on Wednesday, Nov. 4 at 8:00 AM | 1, 2, 3, 4, 5, 6, 7(1, 2, 3, 5, 9, 10, 11) |
| **Nov. 9-15** | **Module 7**Week 11***Didactic content will be asynchronous this week due to Veteran’s Day.*** |  **Chronic Gastrointestinal Disorders**• Hiatal hernia • Gastroesophageal reflux disease (GERD) • Diverticulosis/diverticulitis • Irritable bowel syndrome • Inflammatory bowel disease  Crohn’s disease Ulcerative colitis• Hemorrhoids • Cirrhosis  | *\*****HESI RN Case Study:******Inflammatory Bowel Disease****(under Medical-Surgical)*Due before class on Wednesday, Nov. 11 at 08:00SLS #1  Keola Akana/Cardiac – \*Due Wednesday Nov. 11 at 11:59 PM | 1, 2, 3, 4, 5, 6, 7(1, 2, 3, 5, 9, 10, 11) |
| **Nov 16-22** | **Module 8**Week 12 | **Chronic Immunology & Hematology Disorders**• Chronic anemia • Sickle cell disease • Hemophilia • HIV infection • Cancer (general) • Systemic lupus erythematosus • Progressive systemic sclerosis (scleroderma) • Mixed connective tissue disease • Gout  | *\*****HESI RN Case Study:******Cirrhosis****(under Medical-Surgical)*\*Due before class on Wednesday, Nov. 18 at 08:00SLS #2  Agnes Taylor/MS-THA-\*Due Wednesday, Nov. 18 at 11:59 PM | 1, 2, 3, 4, 5, 6, 7(1, 2, 3, 5, 9, 10, 11) |
| **Monday****Nov 23** |  | **HESI Exam** |  |  |
| **Nov 23-29** | **Week 13** | **Thanksgiving Holidays****November 25th - 27th** |  |  |
| **Nov. 30-Dec. 5** | **Module 9**Week 14 | **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  | *\*****HESI RN Case Study:******Chronic Kidney Disease****(under Medical-Surgical)**\**Due before class on Wednesday, Dec. 2, at 8:00 AM | 1, 2, 3, 4, 5, 6, 7(1, 2, 3, 5, 9, 10, 11) |
| **Friday****Dec. 4** | Week 15 | **Exam 2** **Modules 6-9** |  |  |
|  |  | **HESI Retake** **Tuesday, Dec. 15** |  |  |

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