UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

SPRING 2021

COURSE NUMBER NUR 4636C

COURSE TITLE Clinical Reasoning and Personalized Nursing Care: Population Health

CREDITS 04 (3/1) 45 clinical hours

PREREQUISITE Completion of 4th semester courses in RN to BSN curriculum plan

COREQUISITE None

FACULTY

|  |  |
| --- | --- |
| Sally Bethart, DNP, ARNP-BC, PHNA-BC, CNE Clinical Assistant Professor Office: HPNP 4203Office Phone: (352) 273-6372Cell Phone: (352) 494-3548Office Hours: Wednesday 0830-0930 & 1230-1330Email: sbeth12@ufl.edu  | Karen Reed, DHSc, MSN, RN, CNL, CNE, CRRN Clinical Assistant Professor Office: HPNP 3228Office Phone: (352) 273-6097Cell Phone: (352) 328-2320Office Hours: Thursday 1000-1200Email: ksreed@ufl.edu |

COURSE DESCRIPTION This course provides knowledge and principles of personalized nursing care required for community/public health nursing practice. Emphasis is on integrating community-based, community-oriented, and population-focused concepts. The focus is on health maintenance and promotion, risk reduction, and disease prevention within individuals, communities, and populations to achieve optimal health outcomes.

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

1. Demonstrate an understanding of the role, standards of practice and context of community/public health nursing
2. Integrate community-based, community-oriented and population-focused concepts to deliver personalized nursing care.
3. Analyze health determinant-based outcome data to improve health at the individual, community, and population levels.
4. Utilize effective communication and interprofessional collaboration to design personalized nursing care that meets health education/literacy needs of communities
5. Utilize a holistic approach in the application of advocacy and social justice to meet the needs of vulnerable populations.
6. Examine the health care beliefs, traditions, and practices that influence health behaviors among populations in community and non-traditional settings
7. Evaluate the impact of population-focused personalized nursing care in meeting the needs of individuals and communities.

COURSE SCHEDULE

Faculty Section Day

Bethart 0520 UF Online

Reed 0530 UF Online

This course will be delivered via instructional technology without face-to-face instruction. Any synchronous sessions may be audio visually recorded. 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.

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/LEARNING ACTIVITIES

This course will be delivered using asynchronous modules with active learning strategies, lecture bursts, case studies, class discussion boards, multimedia materials. There will be a possibility for synchronous clinical meetings with faculty and team members related to the Community Impact Project.

CLINICAL EXPERIENCES

At the beginning of the semester, each student will identify a geographic community of focus (specific zip code) and a population group where they would like to focus their Community Impact Project. Each student will complete an independent windshield survey for their chosen population and will complete the Community Impact Project within a small group of 3-5 students. It is expected that an individual Clinical Activity Log will be kept and updated weekly demonstrating completion of required individual 45 clinical hours.

EVALUATION METHODS/COURSE GRADE CALCULATION

* Course Activities and Participation 25%
* Community Impact Project 35%
* Mid-Term Exam 20%
* Final Exam 20%

 100%

* Clinical practice performance (45 clinical hours) S/U

*Feedback on graded assignments routinely is given within 2 weeks of the assignment due date.*

No grades for the course assignments will be rounded including exams and the final course grade.

CLINICAL PERFORMANCE (S/U)

Satisfactory performance on all clinical 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 tool and successful completion of the Community Impact Project. 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>

CLASS ATTENDANCE AND MAKE UP POLICY

Collaborative learning is an essential component of this course; therefore, attendance is expected at all scheduled clinical meeting sessions. Advanced notice of absence is expected. In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., professional conferences **with advanced notice**), military obligation, severe weather conditions, religious holidays, and participation in official university activities. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) are excused. Makeup assignments for excused absences will be negotiated with the instructor. **If at all possible**, the course instructor must be notified in advance if an exam is missed due to an extenuating circumstance. If no notice is given or without prior approval of an absence for a reason listed above, a grade of zero will be assigned. Students may not opt out of any exams. Assignments submitted after the due date will not be accepted. Late assignments and/or makeups for other assignments except in the case of the above circumstances are not allowed.

Students will be required to make up acceptable absence (see above) from the clinical experiences. Prior notification of clinical instructor (if at all possible) is an expected standard of professional behavior. Any absences from the clinical or laboratory setting without notice or prior approval of instructor for the reasons noted above will be counted as unsatisfactory. Failure to complete clinical and laboratory learning experiences may result in unsatisfactory clinical evaluation for the course if the student has not demonstrated achievement of clinical learning objectives as documented on the course clinical evaluation form.

Requirements for class attendance, 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

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.

For more information on grades and grading policies, please refer to University’s grading policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

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.

***As students in the health professions at UF Health, you are expected to promote safety and a culture of care and concern for each other and for patients. Across our academic health center’s missions of research, teaching and patient care, nursing students must lead by example and take individual responsibility for modeling healthy habits and behaviors to minimize the spread of COVID-19. Failure to comply with the established public health measures, both on and off campus, is considered a serious breach of professional conduct*.**

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

PRIVACY POLICIES/ ELECTRONIC RESOURCES

Not applicable see Canvas

REQUIRED TEXTBOOKS

American Psychological Association. (2020). *Publication manual of the American*

 *Psychological Association (7th ed.)*

WEEKLY CLASS SCHEDULE:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week # | Module # | Class & Clinical Dates/times | Topic | Program Outcomes |
| 1 | 1 | January 11-17 | Orientation/Introduction to Population Health | 1, 2, 3, 4, 6, 7, 8, 9, 10, 11 |
| 2 | 2 | January 18-24 | Community Assessment (2-week module) |
| 3 | 3 | January 25-31 | Community Assessment (2-week module) |
| 4 | 3 | February 1-7 | Health Promotion  |
| 5 | 4 | February 8-14 | Vulnerable Populations and Health Disparities  |
| 6 | 5 | February 15-21 | Epidemiology  |
| 7 | 6 | February 22-28 | Infectious Disease  |
| 8 | 7 | March 1-7 | Environmental Health |
| 9 | 8 | March 8-14 | Trauma Informed Care |
| 10 | 9 | March 15-21 | Emergency Preparedness (2-week module) |
| 11 | 9 | March 22-28 | Emergency Preparedness (2-week module) |
| 12 | 10 | March 29-April 4 | Ethics |
| 13 | 11 | April 5-11 | Global Health |
| 14 | 12 | April 12-18 | Community Impact Project Presentation and Critique (2-week module) |
| 15 | 12 | April 19-25 | Community Impact Project Presentation and Critique (2-week module) |
| 16 |  | April 26-30 | Finals Week |  |

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:General Faculty:UF Curriculum Committee: | 02/1802/1803/18 |