UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Spring 2021

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

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| COURSE FACULTY   |  |  | | --- | --- | |  |  | | Karen Aul, PhD, RN, CNE, CHSE | Allison Peters, DNP, RN, CNOR, NEC | | Clinical Assistant Professor | Clinical Assistant Professor | | Co-Coordinator for Simulation  Office: HPNP 3235  (352) 273-6362 (office) | Office: HPNP 4206  (352) 294-5721 (office)  (352) 274-0854 (cell) | | (724) 991-9085 (cell) | Office Hours: Fri. 0900-1100 & by appt. | | Office Hours: Wed., 1-3 pm & by appt.  Email: [kaul@ufl.edu](file:///\\ahcdfs.ahc.ufl.edu\files\nur\personal\kaul\My%20Documents\Spring%202021\kaul@ufl.edu) | Email: [petal@ufl.edu](file:///\\ahcdfs.ahc.ufl.edu\files\nur\personal\kaul\My%20Documents\Spring%202021\petal@ufl.edu) | |  |  | |  |  | | Anne C. Dillard, DNP, RN, AGCNS, CNE |  | | Clinical Assistant Professor  Office: HPNP 3231  (561) 389-9671  (352) 273-6366 (office)  Office Hours: Mondays 3-5pm & by appt. [acdillard@ufl.edu](file:///\\ahcdfs.ahc.ufl.edu\files\nur\personal\kaul\My%20Documents\Spring%202021\acdillard@ufl.edu) |  | |  |
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| CLINICAL FACULTY  Clinical Coordinator: | |
| David Derrico, MSN, RN, CNE | Anita M. Stephen, MSN, RN, CNL |
| Clinical Assistant Professor  Office: HPNP 3202 | Clinical Assistant Professor  Co-Coordinator for Simulation |
| (352) 273-6341 (office) | Office: 3240 HPNP |
| (352)562-6305 (cell) | 352-273-6328 |
| Office Hours: Fri., 8-10am & by appt. | Office Hours: Thurs., 8-10am |
| Email: [derridj@ufl.edu](mailto:derridj@ufl.edu) | Email: [astephen@ufl.edu](mailto:astephen@ufl.edu) |
| Bryce Catarelli, DNP, APRN, FNP-C | Michael A. Maymi, DNP, APRN, CPNP-AC, CCRN, CNE |
| Clinical Assistant Professor | Clinical Assistant Professor |
| Office HPNP 3225 | Office: HPNP 3238 |
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| Email: [bcrouch@ufl.edu](mailto:bcrouch@ufl.edu) | Email: [maymim@ufl.edu](mailto:maymim@ufl.edu) |
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| Lisa Ferguson, DNP, APRN, WHNP-BC, CNE | Sallie Shipman, EdD, MSN, RN, CNL, NHDP-BC |
| Clinical Assistant Professor | Clinical Assistant Professor |
| Office: HPNP 2219 | Office: Gainesville Campus, HPNP 2218 |
| (352) 294-8605 (office) | (352) 273-6407, Office |
| Office Hours: Virtual Thurs. 3-5pm & by appt.  Email:[lisalferguson@ufl.edu](mailto:lisalferguson@ufl.edu) | Office: Hours: Wed., 8-9:30 & 12:30-1:30 & by appt.  Email: [sshipman1@ufl.edu](mailto:sshipman1@ufl.edu) |
| Sandra Wolfe Citty, PhD, APRN-BC, CNE | Saunjoo "Sunny" Yoon, PhD, RN |
| Clinical Associate Professor  Office: HPNP 2210C  352-356-1581(cell)  Office Hours: Fri., 10-12 or by appt.  Email: [swolfe@ufl.edu](file:///\\ahcdfs.ahc.ufl.edu\files\nur\personal\kaul\My%20Documents\Spring%202021\swolfe@ufl.edu)  Toni Lindsey, DNP, RN, CNE, CNP-BC  Clinical Assistant Professor  Office: HPNP 2232  Phone: (352) 273-6352  Office Hours: Virtual Fri., 9-11am  Email: [talindsey@ufl.edu](file:///\\ahcdfs.ahc.ufl.edu\files\nur\personal\kaul\My%20Documents\Spring%202021\talindsey@ufl.edu)  Cynthia Figueroa, PhD, APRN, RN, ANP-BC  Clinical Assistant Professor  Office: HPNP 3239  Office: 352-273-6424  Office Hours: Fri., 3-5pm & virtual by appt.  Email: [cindiarn@ufl.edu](mailto:cindiarn@ufl.edu) | Associate Professor  Office: HPNP 3223  (352)-273-6418 office  Office Hours: Wed., 0800-1000  Email: [yoon@ufl.edu](file:///\\ahcdfs.ahc.ufl.edu\files\nur\personal\kaul\My%20Documents\Spring%202021\yoon@ufl.edu)  Brooke Russo, PhD, RN, CNE  Clinical Assistant Professor  Office: HPNP 3232  (352) 273-6396-office  Office Hours: Wed., 1:30-3:30pm  E-mail: [brusso@ufl.edu](mailto:brusso@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

Faculty Section Day Time

Aul 1003 Wednesday 9:35am-12:35pm

Dillard 1001 Wednesday 9:35am-12:35pm

Peters 1002 Wednesday 1:55-4:55pm

We will have face-to-face instructional sessions in the clinical setting to accomplish the student learning objectives of this course. 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.
    - 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/)
    - You are expected to adhere to all policies of the clinical agency to maintain safety such as wearing approved personal protective equipment. It is your responsibility to act in accordance with the UF Health Student COVID-19 Pledge.

Synchronous sessions for this course 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.

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](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. Course websites are generally made available on the Friday before the first day of classes.

TEACHING METHODS

Virtual class meetings – synchronous and asynchronous

Collaborative activities

Unfolding case studies

Review questions

Interactive learning platforms

Clinical & laboratory/simulation-based experiences

LEARNING ACTIVITIES

Pre-class activities - Canvas learning bursts

Reading assignments

Discussion forums

Individual and team in-class assignments

NCLEX & HESI prep assignments

Integrative review of fundamentals, pharmacology, & dosage calculations

Clinical & laboratory/simulation-based experiences

**Note: Course content & dates are subject to change to facilitate learning.**

EVALUATION METHODS/COURSE GRADE CALCULATION

|  |  |
| --- | --- |
| Exam 1 | 20% |
| Exam 2 | 20% |
| HESI Exit Exam | 20% |
| HESI Case Studies & Practice Quizzes | 15% |
| Elsevier Adaptive Quizzing | 10% |
| Participation (including Canvas Quizzes) | 15% |
| Total | 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

CLINICAL PRACTICE PERFORMANCE S/U

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Clinical practice 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. 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 graduating.

*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.

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 class, clinical and laboratory 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 may be assigned. Students may not opt out of any exams. Late assignments and/or makeups for HESI Case studies (or 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 or laboratory setting. 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.

Being on time for any synchronous required clinical or lab experiences is under the PROFESSIONALISM in your Clinical Evaluation. Tardiness for clinical and lab is unacceptable, will be reflected in the Clinical Evaluation, and can result in a failure in the course

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: <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, <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.

***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.***

“Your course faculty believe that everyone participating in activities in this class is intelligent, capable, cares about doing their best, and wants to improve. We are committed to acknowledging each person’s best intentions and their capacity for change. We recognize that our lived experiences inform the lens of our interpretations and reactions to events, and therefore believe there is no blame, no shame as we explore our biases and behaviors. We are committed to seeing each other as individuals and not just our social identities, and therefore believe each person speaks as individuals; we don’t we expect anyone to speak for nor represent a particular group.”

Davis, S. & O’Brien, A. (2020) Let’s Talk About Racism: Strategies for Building Structural Competency in Nursing. Academic Medicine: *Journal of the Association of American Medical Colleges*, 95(125), 561. doi: 10.1097/ACM.0000000000003688

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

PRIVACY POLICIES/ ELECTRONIC RESOURCES

Below are links to the privacy policies associated with the corporate electronic resources used in our course.

Elsevier <https://www.elsevier.com/legal/privacy-policy>

Top Hat <https://tophat.com/company/legal/privacy-policy/>

Honorlock <https://honorlock.com/student-privacy-statement/>

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

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 Simulation Learning System (SLS) for Medical-Surgical Nursing - COURSE ID  120471\_ufl1\_1002

Elsevier Adaptive Quizzing for the NCLEX - TRAD May 21 Grads Elsevier Adaptive Quizzing – Classic, COURSE ID 160224\_ufl1\_1002

**WEEKLY SCHEDULE:**

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| **Week #** | **Module #** | **Class & Clinical Dates** | **Topic** | **Program Outcomes** |
| Week 1 |  | **CLINICAL:**   * Mon., 1/11/2021 * Tues., 1/12/2021 |  |  |
| Week 1 | Module  1 | **CLASS: Wed., 1/13/2021**   * Dr. Aul - 9:35am-12:35pm * Dr. Dillard - 9:35am-12:35pm * Dr. Peters - 1:55-4:55pm | **Orientation to Course & Complex Pulmonary** | 1,3,4,6 |
| Week 2 |  | **CLINICAL:**   * Tues., 1/19/2021 |  |  |
| Week 2 | Module  2 | **CLASS: Wed., 1/20/2021**   * Dr. Aul - 9:35am-12:35pm * Dr. Dillard - 9:35am-12:35pm * Dr. Peters - 1:55-4:55pm | **Complex Cardiovascular, Part 1** | 1,3,4,6 |
| Week 3 |  | **CLINICAL:**   * Mon., 1/25/2021 * Tues., 1/26/2021 |  |  |
| Week 3 | Module  3 | **CLASS: Wed., 1/27/2021**   * Dr. Aul - 9:35am-12:35pm * Dr. Dillard - 9:35am-12:35pm * Dr. Peters - 1:55-4:55pm | **Complex Cardiovascular, Part 2** | 1,3,4,6 |
| Week 4 |  | **CLINICAL:**   * Mon., 2/1/2021 * Tues., 2/2/2021 |  |  |
| Week 4 | Module 4 | **CLASS: Wed., 2/3/2021**   * Dr. Aul - 9:35am-12:35pm * Dr. Dillard - 9:35am-12:35pm * Dr. Peters - 1:55-4:55pm | **Complex Genitourinary** | 1,3,4,6 |
| Week 5 |  | **CLINICAL:**   * Mon., 2/8/2021 * Tues., 2/9/2021 |  |  |
| Week 5 | Modules1-4 | **CLASS: Wed., 2/10/2021**   * Dr. Aul - 9:35am-12:35pm * Dr. Dillard - 9:35am-12:35pm * Dr. Peters - 1:55-4:55pm | **EXAM 1**  **Modules 1-4** | 1,3,4,6 |
| Week 6 |  | **CLINICAL:**   * Mon., 2/15/2021 * Tues., 2/16/2021 |  |  |
| Week 6 | Module  5 | **CLASS: Wed., 2/17/2021**   * Dr. Aul - 9:35am-12:35pm * Dr. Dillard - 9:35am-12:35pm * Dr. Peters - 1:55-4:55pm | **Complex Gastrointestinal** | 1,3,4,6 |
| Week 7 |  | **SIMULATION LAB:**   * Mon., Feb. 22, 2021 * Tues., Feb. 23, 2021 |  |  |
| Week 7 | Module  6 | **CLASS: Wed., 2/24/2021**   * Dr. Aul - 9:35am-12:35pm * Dr. Dillard - 9:35am-12:35pm * Dr. Peters - 1:55-4:55pm | **Complex Endocrine** | 1,3,4,6 |
| Week 8 |  | **SIMULATION LAB:**   * Mon., March 1, 2021 * Tues., March 2, 2021 |  |  |
| Week 8 | Module  7 | **CLASS: Wed., 3/3/2021**   * Dr. Aul - 9:35am-12:35pm * Dr. Dillard - 9:35am-12:35pm * Dr. Peters - 1:55-4:55pm | **Complex Neurological** | 1,3,4,6 |
| Week 9 |  | **CLINICAL:**   * ICU as scheduled |  |  |
| Week 9 | Module  8 | **CLASS: Wed., 3/10/2021**   * Dr. Aul - 9:35am-12:35pm * Dr. Dillard - 9:35am-12:35pm * Dr. Peters - 1:55-4:55pm | **Complex Immunology/Hematology** | 1,3,4,6 |
| Week 10 |  | **CLINICAL:**   * ICU as scheduled |  |  |
| Week 10 | Modules5-8 | **CLASS: Wed., 3/17/2021**   * Dr. Aul - 9:35am-12:35pm * Dr. Dillard - 9:35am-12:35pm * Dr. Peters - 1:55-4:55pm | **EXAM 2**  **Modules 5-8** | 1,3,4,6 |
| Week 11 |  | **CLINICAL:**   * ICU as scheduled |  |  |
| Week 11 | Module  9 | **CLASS: Wed., 3/24/2021**   * Dr. Aul - 9:35am-12:35pm * Dr. Dillard - 9:35am-12:35pm * Dr. Peters - 1:55-4:55pm | **ICU Review** | 1,3,4,6 |
| Week 12 |  | **CLINICAL:**   * ICU as scheduled |  |  |
| Week 12 | Module 10 | **CLASS: Wed., 3/31/2021**   * Dr. Aul - 9:35am-12:35pm * Dr. Dillard - 9:35am-12:35pm * Dr. Peters - 1:55-4:55pm | **Triage:**  **The Emergency Department** | 1,3,4,6 |
| Week 13 |  | **CLINICAL**   * Learning experiences as scheduled |  |  |
| Week 13 | All Modules | **HESI Exit Exam: Wed., 4/7/2021** | **HESI**  **Exit Exam** | 1-11 |
| Week 14 |  | **CLINICAL**   * Learning experiences as scheduled |  |  |
| Week 14 | All Modules | **CLASS: Wed., 4/14/2021**   * Dr. Aul - 9:35am-12:35pm * Dr. Dillard - 9:35am-12:35pm * Dr. Peters - 1:55-4:55pm | **QSEN**  **Meta-Analysis** | 1-11 |
| Week 15 | All Modules | **HESI Retake Exit Exam: TBA** | **HESI RETAKE**  **Exit Exam** | 1-11 |

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

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