UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Fall 2021

COURSE NUMBER NUR 3227C

COURSE TITLE Principles of Personalized Nursing Care 2

CREDITS 02 (1/1) 45 clinical hours

PREREQUISITES NUR 3737C: Principles of Personalized Nursing Care 1

FACULTY Anita Stephen, PhD, RN, CNL-BC

 Clinical Assistant Professor/Course Facilitator

 Office: HPNP 3240

 Office Phone: (352) 273-6328

Office Hours: Wednesday 10a-12p

 Email: astephen@ufl.edu

Shari Huffman, MN, APRN, CNE, CPNP-BC

 Clinical Lecturer

 Office: JAX 3rd Floor LRC

 Office Phone: (904) 244 -5171

Cell: (904) 234-8513

Office Hours: Wed. 3p-5p & by appointment

 Email: sharihuffman@ufl.edu

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

 Clinical Assistant Professor

 Office: HPNP 3228

 Office Phone: (352) 273-6097

Cell: (352) 328-2320

Office Hours: Tues. 8a-10a

 Email: ksreed@ufl.edu

Lab Faculty:

Michael Aull, MSN, RN, CEN

 Clinical Lecturer

 Office: JAX 3rd Floor LRC

Cell: (724) 882-7578

Office Hours: Tues. 3p-5p or by appointment

 Email: maull@ufl.edu

Jane Gannon, DNP, CNM, CNL, CHSE

 Assistant Dean of Simulation Based Learning

 Office: JAX Campus

 Office Phone: (904) 244-5166

Office Hours: Wed. 2p-4p or by appointment

 Email: jmgannon@ufl.edu

Toni Lindsey, DNP, RN, CNE, CPN-BC

 Clinical Assistant Professor

 Office: HPNP 2232

 Office Phone: (352) 273-6350

Office Hours: Wed. 9a-11a or by appointment

 Email: talindsey@ufl.edu

Patrick Nobles, DNP, FNP-BC, CNL

 Clinical Assistant Professor

 Office: HPNP 3216 & JAX 3rd Floor LRC

 Office Phone: (352) 273-6421 GNV

Cell: (302) 438-7491

Office Hours: Mon. 2p-4p or by appointment

 Email: Patrick.nobles@ufl.edu

Brooke Russo, PhD, RN, CNE

 Clinical Assistant Professor

 Office: HPNP 3232

 Office Phone: (352) 273-6396

Office Hours: Mon. 2p-4p or by appointment

 Email: brusso@ufl.edu

COURSE DESCRIPTION This is the second of a two-semester sequence of Principles of Personalized Nursing Care. Emphasis is on integration and application of personalized nursing care across the lifespan and health care settings. Focus is on interprofessional collaboration and clinical reasoning in the delivery of evidence based, safe, cost effective quality care.

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

1. Synthesize dimensions of biobehavioral factors and selected concepts to provide personalized nursing care across the lifespan.
2. Integrate assessment data to identify potential and actual risks in designing and delivering personalized nursing care for achieving optimal health outcomes.
3. Explain how quality, safe and compassionate nursing care can be improved through interprofessional collaboration and involvement of patients and families in designing personalized nursing care.
4. Demonstrate safe and effective clinical skills for the delivery of personalized nursing care.
5. Differentiate nursing roles and responsibilities in care of patients across health care settings (i.e. transitional care, rehabilitation, perioperative, homecare, long-term care, palliative care).

COURSE SCHEDULE

 Faculty Section Day/Time Room

 Huffman 195E Thursday/8:00-8:50am CON Classroom

 Thursday/9:00-12:30 Lab

 Reed 193D Wednesday/12:50-1:40pm G210

 Wednesday/9:00-12:45p Lab

 Stephen 1938 Thursday/8:00-8:50am G301

 Thursday/2:00-5:50pm Lab

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

* Lecture/discussion
* Learning Burst/discussion
* Practice/return demonstration
* Simulated clinical practice
* Interactive multimedia assignments

LEARNING ACTIVITIES

* Participation in small group activities and class discussion
* Assigned readings & Lab prep activities
* Completion of assigned multimedia content
* Supervised demonstration of clinical laboratory skills
* HESI Case Studies
* HESI Practice Quiz
* HESI Practice Exam

EVALUATION METHODS/ COURSE GRADE CALCULATION

*There are three components that contribute to learning in this course. Achievement of course objectives requires a minimum standard to be met in each component (below).*

***Exams***

# Exam 1 26.0%

# Exam 2 26.0%

HESI Exam 10.0%

# ***Other Coursework***

# Syllabus Quiz 1.0%

HESI Activities 7 HESI Case Studies – each 2% 14.0%

Practice Quiz & Practice Test 5.0%

Class Participation 9.0%

***Clinical Laboratory Performance***

Lab Preparation 9 weeks 9.0%

**TOTAL 100.0%**

**Clinical Performance S**

*Course Average*

Students must demonstrate satisfactory performance in each component to achieve a passing grade of 74% (C). Mastery of course content is demonstrated through obtaining a **minimum of 74% average** of all course examinations and HESI examination. Satisfactory completion of course work (74% average) is required and clinical laboratory assignments*.*

**Clinical Activities:** Satisfactory/ Unsatisfactory

* Asynchronous Clinical Activities
* Face 2 Face Lab Experiences

*Syllabus Quiz 1%*

This quiz helps students understand the policies, components and expectations of the course before the course begins. The quiz is taken individually and is due August 24th 11:59PM. The quiz will not be re-opened if missed.

*Exam1&2: 26%* each

Each exam will be 26% of your course grade.

*HESI RN Specialty Exam 10%:*

This course is designated by the University of Florida as a tracking course. The HESI RN Specialty Exam: Fundamentals 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.

*HESI Case Studies 14%:*

HESI case studies will be completed by the designated dates noted in Canvas. *The* r*ecorded score is based upon the best of two attempts.*

*HESI Practice Quiz & Practice Test 5%*

Must achieve 80% or higher to receive 100%; Scores of 70-79% will receive 85%; Scores of

< 70% will receive the highest grade scored. This is a test bank and the questions will change with each attempt (*For the HESI Practice Quiz only*). *The recorded score is based upon the best of three attempts.*

*Class Participation 9%*

Must sign in to Tophat within 5 minutes of starting class. Must respond to a minimum of 50% of the questions.

*Lab prep 9%*

SLS activities are assigned on a weekly basis, which includes videos, prep, quizzes, etc. All lab assignments are due Tuesdays @ 1159. *Students will not be admitted to lab if assignments are not completed prior to start of lab.*

*Clinical (Lab) Performance (S/U):*

Satisfactory performance on all clinical laboratory experiences is required to receive a passing grade for this course. Clinical laboratory performance will be evaluated by faculty and satisfactory performance represents achievement of clinical laboratory learning objectives. **A student receiving an unsatisfactory evaluation in the clinical laboratory component of this course will be assigned a failing course grade** regardless of the grades earned on the other assignments.

Students are required to complete and/ or attend all clinical preparation activities, asynchronous clinical activities, and Face 2 Face Lab clinical sessions. Failure to attend and fully participate in these activities and sessions places the student at risk for a failing 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>

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 clinical laboratory sessions for class success. *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 for court-imposed legal obligations (e.g., jury duty or subpoena) are excused.

Makeup assignments for excused absences will be negotiated with the instructor upon the first day back. **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.

Late assignments

No late assignments will be accepted and a zero will be assigned.

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: <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*.**

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/>

Examsoft <https://examsoft.com/privacy-policy>

REQUIRED TEXTBOOKS & RESOURCES

Ackley, B., Ladwig, G., & Makic, M.B.F. (2020). *Nursing diagnosis handbook* (12th ed.). St.

 Louis: 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*. St. Louis: Elsevier

Silvestri, L.A. (2020). *Saunders 2020-2021 strategies for test success* (6th ed.) St. Louis:

 Elsevier update

Silvestri, L.A. (2020) *Saunders comprehensive review for the NCLEX-RN® examination* (8th ed.) St. Louis: Elsevier update

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 Company.

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

Examsoft will be used in this course and is required.

A supply kit is required **if not previously purchased in PNC1**.

**WEEKLY CLASS SCHEDULE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topical Content** | **Student Lab/ Simulation Experiences** | **Program****Outcomes (PO)** **Course Outcomes (CO)** |
| **Week 1**August 23rd Classes Begin | OrientationPeri-operative Legal ConsiderationsPost-operative careSCD/TED HoseSterile technique | Sterile glovingSterile field**HESI Case Study**: Age-related Changes | PO - 1, 3, 9, 10CO – 1, 2, 3, 4,5 |
| **Week 2**August 30th  | Wound management: acute & chronicGastrointestinal/ ostomy management | Sterile dressing changeWound vac H**ESI Case Study**: Mobility | PO - 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11CO – 1, 2, 3, 4,5 |
| **Week 3**September 6th  | Principles of Venipuncture | IV cannula insertionVenipuncture- labSLS virtual lab & sim (J. Garcia)**HESI Case Study**: Risk for Falls | PO - 1, 3, 4, 5, 7, 8, 9, 10, 11CO – 1, 2, 3, 4,5 |
| **Week 4**September 13th  | Urinary managementUrinary analysis | Urinary catheterization: indwelling & intermittentBladder scanningObtaining sterile urine sample**HESI Case Study**: Urinary Patterns | PO - 1, 3, 4, 5, 7, 8, 9, 10, 11CO – 1, 2, 3, 4,5 |
| **Week 5**September 20th  | Chest TubesOxygen ManagementTracheostomy management | Trach careTrach suctioningSLS virtual lab & sim- Nancy Gilbert | PO - 1, 3, 4, 5, 6, 7, 8, 9, 10, 11CO – 1, 2, 3, 4,5 |
| **Week 6**September 27th  | **Exam 1- Exam taken in classroom setting.****No Lab** |  |
| **Week 7** October 4th  | End of Life careNasogastric/ PEG ManagementEnteral feedingsFeeding tubes | NG tube insertionKangaroo pump/ Tube feedingsWater flushes**HESI Case Study**: Loss, Grief & Death | PO - 1, 3, 4, 5, 6 , 7, 8, 9, 10, 11CO – 1, 2, 3, 4,5 |
| **Week 8**October 11th  | Concepts of Medication Administration- Part 1TPN Principles of IV Therapy | Primary fluidsSecondary fluids -demoAlaris pumps**HESI Case Study**: Pain | PO - 1, 3, 4, 5, 6, 7, 8, 9, 10CO – 1, 2, 3, 4,5 |
| **Week 9**October 18th  | Principles of Medication Administration- Part 2CVL/ PICC management | CVL/ PICC dressing changesMed mathSLS virtual lab & sim – Kyle Miller | PO - 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11CO – 1, 2, 3, 4,5 |
| **Week 10**October 25th | Introduction to Codes ManagementBasic EKG interpretation | Code- SIM**HESI Case Study**: Sensory | PO - 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11CO – 1, 2, 3, 4,5 |
| **Week 11**November 1st  | **Exam 2- Exam taken in classroom setting.****No Lab** |  |
| **Week 12** November 8th  | Independent Study HESI Prep Activities **Holiday- Thursday, November 11, 2021** |  |
| **Week 13**November 15th | **HESI Exam****Attempt #1** **Reed: Wednesday, 11/17 @ 1250****Stephen/Huffman: Thursday, 11/18 @ 0830** |  |
| **Week 14**November 22nd | **Thanksgiving Holiday- No Class** |  |
| **Week 15**November 29th | **Remediation** |  |
| **Week 16**December 6th  | Independent HESI Remediation Activities- **Wednesday****Reading Days Begin – Thursday, 9, 2021** |  |
| **Finals Week**December 13th | **Finals Week- HESI Attempt #2****Monday 12/13/21 0900-1200** |  |

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 |