## UNIVERSITY OF FLORIDA COLLEGE OF NURSING COURSE SYLLABUS

Spring 2022

## COURSE NUMBER NUR 4636C

COURSE TITLE Clinical Reasoning and Personalized Nursing Care: Population

Health

CREDITS 04 (3/1) 45 clinical hours

PREREQUISITE NUR 4467C Clinical Reasoning and Personalized Nursing

Care: Women, Children and Families

NUR 4768C Clinical Reasoning and Personalized Nursing Care: Adult Chronic Conditions

COREQUISITE None

## FACULTY

|  |  |
| --- | --- |
| Sally Bethart, DNP, APRN-BC, PHNA-BC, CNE  Clinical Assistant Professor  Office: HPNP 4203  Office Phone: (352) 273-6372  Cell Phone: (352) 494-3548  Office Hours: Wednesday 1000-1200  Email: [Sbeth12@ufl.edu](mailto:Sbeth12@ufl.edu) | Debbie Devine, Ph.D., APRN, FNP  Clinical Assistant Professor  Office: HPNP 3235  Office Phone: 352.273.6330  Office Hours: Wednesday 0900–1100  Email: [debbie.devine@ufl.edu](mailto:debbie.devine@ufl.edu) |
| Sallie Shipman, EdD, MSN, RN, CNL, NHDP-BC, CNE  Clinical Assistant Professor  Office: HPNP 2218  Office phone: 352-273-6407  Cell: 205-826-5706  Office Hours: Wednesday 1000-1200  Email: [Sshipman1@ufl.edu](mailto:Sshipman1@ufl.edu) |  |

\*Faculty are generally available to meet with students (in the office or virtually) as listed above. Due to professional travel and other unavoidable obligations, faculty may not be present every week without notice. It advisable that students confirm availability or make an appointment in advance.

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

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| --- | --- | --- | --- | --- |
| Faculty | Section | Day | Time | Room |
| Bethart | 0400 | Wednesday | 1:55-4:55pm | 1404 |
| Devine | 0500 | Wednesday | 1:55-4:55pm | 1102 |
| Shipman | 0600 | Wednesday | 1:55-4:55pm | G312 |

The clinical hours for this course include students meeting with community site partners and the development/implementation of the Community Impact Project. These clinical hours will be scheduled based on the availability of the community site, students, and clinical faculty. This means we could meet ANY day of the week (Monday-Sunday) especially on Friday. All clinical meetings are MANDATORY for ALL students.

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/.](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/LEARNING ACTIVITES

This course will be delivered using active learning strategies, which require student preparation prior to class and student engagement during class.

Lecture/Discussion

Interactive and collaborative classroom activities including case studies Supervised and independent (virtual/on-site) clinical practice experiences Clinical mentoring and debriefing related to Community Impact Project

## EVALUATION METHODS/COURSE GRADE CALCULATION

|  |  |
| --- | --- |
| Course Activities and Class Participation | 20% |
| Community Impact Project | 40% |
| HESI Community Health Quizzes (4) | 20% |
| Module Quizzes (3) | 10% |
| HESI Case Studies (5) | 10% |
| Total | 100% |

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

*Course Average*

Students must earn an average of 74% on all required course work 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-](https://con-main.sites.medinfo.ufl.edu/files/2011/05/S2.03-Academic-Progression-for-Baccalaureate-Degree-Students.pdf) [Baccalaureate-Degree-Students.pdf](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

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| --- | --- | --- | --- | --- |
| 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.](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/>)

## 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/>

PlayPosit - <https://api.playposit.com/privacy/>

Zoom - <https://explore.zoom.us/en/privacy/>

YouTube - <https://policies.google.com/privacy>

## REQUIRED TEXTBOOKS

TopHat subscription

Community Impact Project Poster printing

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*

WEEKLY CLASS SCHEDULE:

# Content, dates, and mode of delivery are subject to change to facilitate learning. Prior notification will be provided for any changes.

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| Weeks/ Dates | Modules | Module Assignments | Community Impact Project |
| Week 1  01/05 – 01/09 | Orientation  1 - Intro to Pop Health  (1,2,3) | Syllabus Quiz – 1/9  Intro to Population Health PlayPosit – due 1/9  Public Health Nursing PlayPosit – due 1/9  SDOH Video Case Study | TopHat | Community Impact Project Overview  Step 1 Part A – Team Norms– 1/9 |
| Week 2  01/10 – 01/16 | 2 – Community Assessment  (1,2,3,4,6,7,8,9,10,11) | Community Assessment | PlayPosit – due 1/9  Cultural Highlight - Deaf Population | TopHat  HESI Case Study 1- due 1/16 | **Work on Community Impact Project with Faculty**  (Review/Grade Step 1 and Introduce Step 2)  Step 1 Part B – Agency Meeting and Problem Identification – due 1/16 |
| Week 3  01/17 – 01/23  MLK Holiday 01/17 | 3 - Health Promotion  (1,2,3,4,6,7,8,9,10,11) | Intro to Health Promotion | PlayPosit – due 1/16  Nursing Implementation of HP | PlayPosit – due 1/16  HESI Case Study 2 – due 1/23 | **Work on Community Impact Project with Faculty**  (Help students with ROL)  Step 1 Part C - Community Diagnosis – due 1/23 |
| Week 4  01/24 – 01/30 | 4 - Vulnerable Populations and Health Disparities  (1,2,3,4,6,7,8,9,10,11) | Vulnerable Pop & Health Disp | PlayPosit – 1/23  Cultural Highlight - Black American Women | TopHat  Module Quiz 1 (Modules 1-3) – due 1/30  HESI Community Health Quiz 1 – due 1/30 | **Work on Community Impact Project with Faculty**  (Review/Grade Step 2 and Introduce Step 3)  Step 2 Review of the Literature – due 1/30 |
| Week 5  01/31 – 02/06 | 5- Epidemiology  (3,4,9) | Introduction to Epidemiology | PlayPosit – 1/30  Application of Epi in Nursing Role | PlayPosit – 1/30  Epidemiology Population Health Data – TopHat  HESI Case Study 3 – due 2/6 | **Work on Community Impact Project with Faculty**  (Review/Grade Step 3 A&B and Introduce Step 4&5)  Step 3 - Part A | Purpose and Aims –due 2/6  Step 3 - Part B | Outline of Project Deliverables –2/6 |
| Week 6  02/07 - 02/13 |  | **No Class – Gratitude Day Holiday** |  |
| Week 7  02/14 – 02/20 | 6 - Infectious Disease  (1,2,3,4,6,7,8,9,10,11) | Infectious Disease Surveillance | PlayPosit – due 2/13  Infectious Disease Activity (Group)– TopHat  HESI Case Study 4 – due 2/20  Mid-Term Clinical Evaluations – due 2/20 | **Work on Community Impact Project with Faculty**  (Review/Grade Step 3 C&D and Introduce Step 6)  Step 3 - Part C | Methods & Project Deliv. – 2/20  Step 3 - Part D | Outline Project Imp. – 2/20 |
| Week 8  02/21 – 02/27 | 7 - Trauma Informed Care  (7,9,10,11) | Trauma Informed Care | PlayPosit – due 2/20  Trauma Informed Care | TopHat  ACEs Survey – due 2/20  Module Quiz 2 (Mod 4-6) – due 2/27 | **Work on Community Impact Project with Faculty**  (Help with deliverables and abstract) |
| Weeks/ Dates | **Modules** | **Module Assignments** | **Community Impact Project** |
| Week 9  02/28 – 03/04 | 8 - Environmental Health  (7,9,10,11) | Environmental Health | PlayPosit – due 2/27  Environmental Health Assessment– TopHat  HESI Case Study 5 – due 3/4 | **Work on Community Impact Project with Faculty**  Step 3 - Part E | Abstract Work-In-Progress Submission –**TBD Will depend on conference due date** |
| Week 10  03/05 – 03/13 | **Spring Break Week** | | |
| Week 11  03/14 – 03/20 | 9 - Ethics in Population Health  (7,9,10,11) | Intro to Ethics | PlayPosit – due 3/13  Ethics in Population Health | PlayPosit – due 3/13  Ethics in Population Health | TopHat  HESI Community Health Quiz 2 – due 3/20 | **Work on Community Impact Project with Faculty**  Step 4 - Implementation– 03/20  Step 5 – Evaluation – due 3/20 |
| Week 12  03/21 – 03/27 |  | Cultural Highlight – LGBTQIA+ | Tophat  HESI Community Health Quiz 3 – due 3/27 | **Work on Community Impact Project with Faculty** (Review/Grade Step 4 and 5)  Step 6 - Part A | Final Poster – due 3/27 |
| Week 13  03/28 – 04/03 | 10 - Global Health  (1,2,3,4,6,7,8,9,10,11) | Global Health | PlayPosit – 3/27  Global Health/Dollar Street | TopHat  HESI Community Health Quiz 4 – due 7/27 | **Work on Community Impact Project with Faculty**  (Help develop presentation) |
| Week 14  04/04 – 04/10 | 11 – Project Presentation and Peer Reviews  (1,2,3,4,6,7,8,9,10,11) | **MANDATORY - ALL Students will attend the Research Summit on Friday, April 8, 2021 No class on Wednesday 4/6** | Step 6 - Part B | Dissemination due 04/08  Step 6 – Part C | Peer Review – 04/10 |
| Week 15  04/11 – 04/17 |  | Cultural Highlight – LatinX | TopHat  Research Summit Debrief  Module Quiz 3 (Modules 7-10) – due 04/17  Final Clinical Evaluation – due 04/17 |  |
| Week 16  04/18 – 04/20  Reading Days  04/21 – 04/22 |  | No Class on Wednesday 4/20  Community Impact Project Reflection – due 04/24  UF CON Use and Copyright Assignment – due 04/24 |  |

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 |