UNIVERSITY OF FLORIDA COLLEGE OF NURSING COURSE SYLLABUS

Spring 2022

## 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

FACULTY \* 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.

|  |  |
| --- | --- |
| Karen Aul, PhD, RN, CNE, CHSEClinical Assistant ProfessorOffice: HPNP 3235Office Phone: (352) 273-6362 Office Hours: \*Thursday 0900-1100Email: kaul@ufl.edu | Allison Peters, DNP, RN, CNOR, NEC |
| Clinical Assistant Professor |
| Office: HPNP 4206Office Phone: (352) 294-5721Cell Phone: as requested |
| Office Hours: \*Thursday 1300-1500 |
| Email: petal@ufl.edu |
| Anne C. Dillard, DNP, RN, AGCNS, CNE |  |
| Clinical Assistant Professor Office: HPNP 3231Office Phone (352) 273-6366 Office Hours: Thursdays 1500-1700 and by appointmentEmail: acdillard@ufl.edu |  |

|  |
| --- |
| CLINICAL FACULTY \*If you would like to meet with your clinical instructor for a consult, please contact them to arrange a meetingClinical Coordinator: |
| David Derrico, MSN, RN, CNEClinical Assistant ProfessorOffice: HPNP 3202(352) 273-6341(352)562-6305 Email: derridj@ufl.edu | Anita M. Stephen, MSN, RN, CNLClinical Assistant ProfessorOffice: HPNP 3240 352-273-6328Email: astephen@ufl.edu |
| Lisa Ferguson, DNP, APRN, WHNP-BC, CNEClinical Assistant ProfessorOffice: HPNP 2219(352) 294-8605 (office)Email:lisalferguson@ufl.edu | Sallie Shipman, EdD, MSN, RN, CNL, NHDP- BCClinical Assistant ProfessorOffice: Gainesville Campus, HPNP 2218(352) 273-6407, OfficeEmail: sshipman1@ufl.edu |
| Sandra Wolfe Citty, PhD, APRN-BC, CNEClinical Associate Professor Office: HPNP 2210C352-356-1581(cell)Email: swolfe@ufl.eduToni Lindsey, DNP, RN, CNE, CNP-BCClinical Assistant ProfessorOffice: HPNP 2232Phone: (352) 273-6352Email: talindsey@ufl.eduCynthia Figueroa, PhD, APRN, RN, ANP-BCClinical Assistant Professor Office: HPNP 3239Office: 352-273-6424Email: cindiarn@ufl.edu | Saunjoo "Sunny" Yoon, PhD, RNAssociate ProfessorOffice: HPNP 3223(352)-273-6418 officeEmail: yoon@ufl.eduBrooke Russo, PhD, RN, CNE Clinical Assistant Professor Office: HPNP 3232(352) 273-6396-officeE-mail: 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 | 9:35am-12:35pm |

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.

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

Synchronous and asynchronous collaborative activities

Unfolding case studies Review questions

Clinical & laboratory/simulation-based experiences

Seminar/Debriefing

## LEARNING ACTIVITIES

Pre-class activities

Reading assignments

Discussion forums

Individual and collaborative 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 for NCLEX | 10% |
| Participation (including Canvas Quizzes) | 15% |
|  |  |
| Total | 100% |

***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 (if applicable). Satisfactory completion of course work/assignments (74% average) is required. Students must demonstrate competency in the clinical setting as indicated by receiving an “S” in the clinical component.

**HESI EXIT EXAM**  20%

This course is designated by the University of Florida as a tracking course. The HESI RN Exit Exam will be administered in this course. Raw scores on the HESI exam will be converted on a 100-point scale and assigned a letter grade. 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 average exam score (including the HESI converted score) must reach at least 74% to pass the course.

## **HESI RN Case Studies** 15%

## Weekly assignments of HESI RN case studies and practice tests will be assigned. No late assignments will be accepted unless the absence is excused as described below.

## CLINICAL PRACTICE PERFORMANCE S/U

## Simulation Activities (Live)(S/U) Clinical Performance (S/U):

Clinical practice performance of (SD) self directed 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 self directed 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 with an unsatisfactory evaluation will be required to repeat the course before graduating.

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)

 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 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 considered 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.](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/>)

## 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>

## REQUIRED TEXTBOOKS AND RESOURCES

Ackley, B., & Ladwig, G. (2019). Nursing diagnosis handbook: An evidence-based guide to planning care (12th 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

Cuellar, E.T. (2020). HESI. Comprehensive review for the NCLEX-RN examination (6th ed.). St. Louis, Missouri: Elsevier. Silvestri, L.A. (2017).

Silvestri, L. A., & Silvestri, A. E. (2020). Saunders comprehensive review for the NCLEX-RN examination (8th ed.). St. Louis, MO: Saunders.

Elsevier Adaptive Quizzing for the NCLEX - TRAD May 22 Grads Elsevier Adaptive Quizzing

– Classic, COURSE ID 162020\_ufl1\_1003

# WEEKLY SCHEDULE:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week #**  | **Module #** | **Class Wednesday 0935-1235****& Clinical Dates** | **Topic** | **Program** **Outcomes**  |
| **1**  | **A** | Wed 1/5/2022Wednesday classes beginNo clinicals week 1 | Orientation to Course &Complex Genitourinary |  1,3,4,6 |
|  21/10 – 1/14/22 | B | Monday/Tuesday clinicals begin | Complex Cardiovascular, Part 1 |  1,3,4,6 |
| 1/17/22Holiday |   | No clinicals/classes | Martin Luther King Jr. Day |   |
|  31/18 – 1/21/22 | C | Monday/Tuesday clinical | Complex Cardiovascular, Part II |  1,3,4,6 |
|  41/24 – 1/28/22 | D | Monday/Tuesday clinical | Complex Endocrine |  1,3,4,6 |
| 5 1/31 – 2/4/22 | E | Monday/Tuesday clinical | Exam 1Modules A-D |   |
| 62/7 – 2/11/22  | F | Monday/Tuesday clinical | **2/9/22 UF Gratitude Day – No classes**Complex Pulmonary (Asynchronous lesson) |  1,3,4,6 |
|  72/14 -2/18/22 | G | Monday/Tuesday clinicalWednesday, 2/16/22 (3.5 hours0 | Exit HESI #1 |   |
|   |   | \*Friday February 18Attendance is expected | Dorothy Smith Leadership Conference |   |
| 82/21 – 2/25/22 | H | 2/21, 2/22, 2/25Kirbo lab simulations scheduled by appointment | Complex Neurological |  1,3,4,6 |
|  92/28 –03/04/22 | I |  | ICU Bootcamp |  1,3,4,6 |
|  103/5/- 3/13/22Holiday |  | SPRING BREAK |  |   |
| 113/14 – 3/18/22 | J |   | ICU Bootcamp |  1,3,4,6 |
|  123/21 - 3/25/22 | K |  | Complex Immunology/Hematology |  1,3,4,6 |
| 133/28 – 4/1/22  | L |  | Complex Gastrointestinal |  1,3,4,6 |
|  144/4- 4/8/22  | M |  | Exam 2Modules F, H, K, L |   |
|   |   | \*Friday, April 8:Attendance is expected | Research Summit |   |
| 154/11/- 4/15/22  | N |  | Triage: Emergency Department |  1,3,4,6 |
| 164/18 – 2/20/22 | O |   | QSEN Meta-Analysis |  1-11 |
|   |   | 4/21, 4/22No classes  | Reading Days |   |
| 4/23-4/29/22 Finals Week |   | Monday, 4/25/22  | Exit HESI #2 |  |

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 |