UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

SUMMER C 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

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| Debbie Devine, PhD, APRN-FNP  Clinical Assistant Professor  Office: Gainesville Campus- HPNP 3235  Office Phone: (352) 273-6330  Office Hours: Thursdays 0900-1100 (Zoom by Appointment)Email: debbie.devine@ufl.edu  (preferred)   | Karen Reed, DHSc, MSN, RN, CNL, CNE, CRRNClinical Assistant Professor Office: Gainesville Campus - HPNP 3230 Office Phone: (352) 273-6097Cell Phone: (352) 328-2320Office Hours: Wednesdays 1230-1430 (in-Person)Email: ksreed@ufl.edu |
| Shari Huffman, MN, APRN, CNE, CPNP-PCClinical LecturerOffice: Jacksonville Campus - 3rd floor LRCOffice Phone: (904) 244-5171 Cell Phone: (904) 234-8513 Office Hours: Mondays 1430-1600Email: sharihuffman@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

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| **Faculty**  | **Section**  | **Campus**  | **Day** | **Time** | **Room** |
| Devine | 0401 | Gainesville | Thursday  | 12:30-4:45pm | G103 |
| Reed | 0402 | Gainesville | Thursday | 12:30-4:45pm | G101 |
| Huffman | 0403 | Jacksonville | Wednesday | 12:30-4:45pm | CON Jax Classroom |

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 ACTIVITES

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

* Lecture/ Discussion with PlayPosit
* Interactive and collaborative classroom activities
* Supervised and independent 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 UF 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 (45 hours) S/U

*Course Average:*

Students must earn an average of 74% on each component of the course (exams, if applicable, and assignments) and successfully complete the clinical experience(s) to pass the course. No final course grades will be rounded.

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 classes, and clinical sessions. Advanced notice of absence is expected. Students should refer to the university’s attendance policies for details. <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#:~:text=Students%20who%20participate%20in%20university>

Late assignments may not be accepted.

Students may be required to make up absences from the clinical setting. Prior notification to the clinical instructor (if at all possible) is the standard of professional behavior. Absences from clinical without providing notice or failing to contact the instructor may be considered unexcused.

Failure to complete clinical learning experiences may result in an unsatisfactory clinical evaluation for the course.

Punctuality is assessed as a professional behavior in the Clinical Evaluation.

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/>)

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/>

REQUIRED RESOURCES

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

RECOMMENDED TEXTBOOKS

American Psychological Association. 7th Ed. (2020). *Publication Manual of the American*

 *Psychological Association.* Washington, D.C.: American Psychological Association.

**WEEKLY CLASS SCHEDULE**

*Content, dates, & mode of delivery are subject to change to facilitate learning. Prior notification of any schedule changes will be provided.*

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| **Weeks/ Dates** | **Modules****(Course Objectives)** | **Module Assignments** | **Community Impact Project** |
| **Week 1****05/09 – 05/15** | Orientation 1 - Intro to Pop Health (1,2,3)  | Syllabus Quiz – due 5/15Intro to Pop Health Play-Posit – due 5/15 Public Health Nursing Play Posit – due 5/15 SDOH Video Case Study | Top-Hat  | Community Impact Project Overview Step 1 Part A – Team Norms– 5/15 |
| **Week 2****05/16 – 05/22** | 2 – Community Assessment (1,2,3,4,6,7,8,9,10,11)   | Comm. Assessment | Play-Posit – due 5/22Cultural Highlight - Deaf Population |Top-Hat HESI Case Study 1 - due 5/22 |  *Site Visit/ Meeting #1 with Community Partners* *by 05/27* |
| **Week 3****05/23 – 05/29** | 3 - Health Promotion   (1,2,3,4,6,7,8,9,10,11) **Asynchronous** **No Class**  | Intro Health Promotion | Play-Posit – due 5/29 Nursing Implementation of HP | Play-Posit – due 5/29 HESI Case Study 2 – due 5/29 | Step 1 Part B – Agency Meeting and Problem Identification – due 5/29Step 1 Part C - Community Diagnosis – due 5/29 |
| **Week 4****05/31 – 06/05****Memorial Day 5/30** | 4 - Vulnerable Populations and Health Disparities (1,2,3,4,6,7,8,9,10,11)  | Vulnerable Pop/Health Disparities | Play-Posit – due 6/5Cultural Highlight - Black American Women | Top-Hat Module Quiz 1 (Modules 1-3) – due 6/5   HESI Community Health Quiz 1 – due 6/5  | Students begin Literature Review |
| **Week 5****06/06 – 06/12** | 5- Epidemiology   (3,4,9)  | Intro to Epidemiology | Play-Posit – 6/12 App. of Epi in Nursing Role | Play-Posit – 6/12 Epidemiology Pop Health Data – Top-Hat HESI Case Study 3 – due 6/12  | Step 2 Review of the Literature – due 6/12  |
| **Week 6****06/13 - 06/19** |  6 - Infectious Disease (1,2,3,4,6,7,8,9,10,11)  | ID Surveillance | Play-Posit – due 6/19Infectious Disease Activity – Top-Hat HESI Case Study 4 – due 6/19 *Mid-Term Clinical Evaluations – due 6/19* | Step 3 - Part A | Purpose and Aims – due 6/19 Step 3 - Part B | Outline of Deliverables – due 6/19 *Site Visit/ Meeting #2 with Community Partners* *by 06/19* |

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| **Week 7****06/20 – 06/26** |  | **Summer Break Week ~ No Classes** |  |
| **Weeks/ Dates** | **Modules** | **Module Assignments** | **Community Impact Project** |
| **Week 8****06/27 – 07/03** | 7 - Trauma Informed Care  (7,9,10,11)    | Trauma Informed Care | Play-Posit – due 7/3 Trauma Informed Care | Top-Hat Cultural Highlight – LGBTQIA+ | Top-Hat ACEs Survey – due 7/3  Module Quiz 2 (Mod 4-6) – due 7/3  |   |
| **Week 9****07/05 – 07/10****Independence Day Holiday 07/04** | 8 - Environmental Health   (7,9,10,11)  **Asynchronous** **No Class** | Environmental Health | Play-Posit – due 7/10 HESI Case Study 5 – due 7/10 | Step 3 - Part C | Methods & Project Deliverables. – due 7/10Step 3 - Part D | Outline Project Implementation – due 7/10  |
| **Week 10****07/11 - 07/17** | 9 - Ethics in Population Health (7,9,10,11) | Intro to Ethics | Play-Posit – due 7/17 Ethics in Pop Health | Play-Posit – due 7/17 Ethics in Population Health | Top-Hat HESI Community Health Quiz 2 – due 7/17 | Step 4 – Implementation – due 7/17  Step 5 – Evaluation – due 7/17 *Site Visit/ Meeting #3 with Community Partners for Implementation by 07/17* |
| **Week 11****07/18 – 07/24** | 10 - Global Health(1,2,3,4,6,7,8,9,10,11)   | Global Health | Play-Posit – 7/24Global Health/Dollar Street | Top-Hat Cultural Highlight – Latin-X | Top-Hat HESI Community Health Quiz 3 – due 7/24 | Step 6 - | Final Poster – due 7/24  |
| **Week 12****07/25 – 07/31** | 11 – Project Presentations (1,2,3,4,6,7,8,9,10,11  | HESI Community Health Quiz 4 – due 7/31   | **Community Impact Project Presentation** |
| **Week 13****08/01 – 08/05** | **Asynchronous****No Class** | Module Quiz 3 (Modules 7-10) – due 8/3*Final Clinical Evaluation – due 8/3* |  |

BSN 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: | 02/1802/1803/18 |