UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Summer 2022

COURSE NUMBER NUR 4815

COURSE TITLE Professional Nursing Transformation

CREDITS 3

PREREQUISITES NUR 4108 Lead and Inspire 3: Policy and Change in Nursing Practice

COREQUISITES None

FACULTY

Hwayoung Cho, PhD, RN

Assistant Professor

Office: HPNP 2206

Office Phone: (352) 273-6347

Office hours: Wednesday 10:00AM – 12:00PM

Email: [hcho@ufl.edu](mailto:hcho@ufl.edu)

Michaela K. Hogan, DNP, ARNP

Clinical Assistant Professor

Office: HPNP 2223

Office Phone: (352) 273-6322

Office hours: Monday 2:00PM-4:00PM

Email: [mhogan@ufl.edu](mailto:mhogan@ufl.edu)

Brooke Russo, PhD, RN, CNE

Clinical Assistant Professor

Office: HPNP 3232

Office Phone: (352) 273-6396

Office Hours: Wednesday 10:30AM-12:30PM

Email: [brusso@ufl.edu](mailto:brusso@ufl.edu)

COURSE DESCRIPTION This course provides an opportunity for students to apply professional behaviors, clinical reasoning and evidence-based decision making to address clinical issues related to nursing care. Emphasis is on participation in the design and/or implementation of a project relevant to clinical nursing practice and dissemination to peers and stakeholders.

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

1. Identify a problem or issue relevant to clinical nursing practice.
2. Critique theoretical and/or empirical findings related to identified problems from peer-reviewed literature.
3. Synthesize theoretical and/or empirical evidence to develop a strategy that addresses a clinical problem or issue relevant to professional nursing.
4. Design and/or implement a strategy that resolves at least one component of the identified clinical problem or issue relevant to professional nursing.
5. Incorporate professional leadership, communication, and collaboration skills to influence others in supporting the achievement of goals for resolving a clinical problem or issue.
6. Evaluate the results, and present findings to a peer or stakeholder group.

COURSE SCHEDULE

Faculty Section Day Time Room

Cho 0700 Friday 8:00am-10:45am G301 (alternate weekly)

Hogan 0701 Friday 8:00am-10:45am G301 (alternate weekly)

Russo 0702 Thursday 9:00am-12:15pm Tower-Jacksonville

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

Assigned readings

LEARNING ACTIVITIES

Participation in class discussion  
Participation small group activities  
Interactive and collaborative classroom activities

Individual journaling

EVALUATION METHODS/COURSE GRADE CALCULATION

Class Participation 10%

Quizzes 30%

Small Group Presentations (4) 40%

Clinical Problem Identification

Critique and Synthesis of Literature

Design Thinking Infographic

Final Presentation

Peer Review 10%

Self-Reflection Journal 10%

100%

*Class Participation* will vary from week to week based on assigned readings and online activities and discussion

*Course Average:*

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

CLASS ATTENDANCE AND MAKE UP POLICY

Collaborative learning is an essential component of this course; therefore, attendance is expected at all scheduled class 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 possible, the course instructor must be notified in advance of any absence. If no notice is given or without prior approval of an absence for a reason listed above, a grade of zero may be assigned which could negatively impact group presentation grades.

Late assignments and/or makeups for **unexcused absences** may not be accepted.

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 possibly used in our course.

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

RECOMMENDED TEXTBOOK

Koernig Blais, K. & Hayes J.S. (2016). *Professional nursing practice: Concepts and*

*perspectives* (7th ed.). Boston: Pearson.

WEEKLY CLASS SCHEDULE:

Dr. Cho’s Class:

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| --- | --- | --- | --- | --- |
| Week | Module | Topic | Location | Course Objective (Program Outcomes) |
| 5/9/22 | 0 & 1 | Orientation & Professional Identity | Zoom | 1-6 (10) |
| 5/16/22 | 2 | Clinical Practice Issue Identification | G301 (Combined) | 1, 2, 5 (2,4) |
| 5/23/22 | 3 | Quality Improvement Training | Asynchronous | 1-6 (8, 10) |
| 5/31/22 | 4 | Design Thinking | G301 | 1, 2, 3, 6 (1-5) |
| 6/2/22 | 5 | Professional Comportment, Ethics, & Emotional Intelligence | Zoom | 1-5 (1, 7, 9, 10, 11) |
| 6/13/22 | 6 | Critique & Synthesis | G301 | 1-5 (1, 7, 9, 10, 11) |
| Summer Break | | | | |
| 6/27/22 | 7 | Peer Review – Why is it so important? | Asynchronous | 3-6 (2, 6, 7, 8) |
| 7/5/22 | 8 | Professional Comportment & Incivility | G301 | 1-6 (1, 7, 9, 10) |
| 7/11/22 | 9 | Dissemination on Clinical Units | Asynchronous | 3-6 (2, 6, 7, 8) |
| 7/18/22 | 10 | Design Thinking Presentations (Draft Infographic Presentations) | G301 | 3-6 (2, 6, 7, 8) |
| 7/25/22 | 11 & 12 | Panel Discussion & Final Presentations | G301 (Combined) | 1-6 (8, 10) |
| Pinning & Commencement! | | | | |

Dr. Hogan’s Class:

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| --- | --- | --- | --- | --- |
| Week | Module | Topic | Location | Course Objective (Program Outcomes) |
| 5/9/22 | 0 & 1 | Orientation & Professional Identity | G301 | 1-6 (10) |
| 5/16/22 | 2 | Clinical Practice Issue Identification | G301 (Combined) | 1, 2, 5 (2,4) |
| 5/23/22 | 4 | Design Thinking | G301 | 1, 2, 3, 6 (1-5) |
| 5/31/22 | 4 | Quality Improvement Training | Asynchronous | 1-6 (8, 10) |
| 6/2/22 | 6 | Critique & Synthesis | G301 | 1-5 (1, 7, 9, 10, 11) |
| 6/13/22 | 5 | Professional Comportment, Ethics, & Emotional Intelligence | Zoom | 1-5 (1, 7, 9, 10, 11) |
| Summer Break | | | | |
| 6/27/22 | 8 | Professional Comportment & Incivility | G301 | 1-6 (1, 7, 9, 10) |
| 7/5/22 | 7 | Peer Review – Why is it so important? | Asynchronous | 3-6 (2, 6, 7, 8) |
| 7/11/22 | 10 | Design Thinking Presentations (Draft Infographic Presentations) | G301 | 3-6 (2, 6, 7, 8) |
| 7/18/22 | 9 | Dissemination on Clinical Units | Asynchronous | 3-6 (2, 6, 7, 8) |
| 7/25/22 | 11 & 12 | Panel Discussion & Final Presentations | G301 (Combined) | 1-6 (8, 10) |
| Pinning & Commencement! | | | | |

Dr. Russo’s Class:

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| --- | --- | --- | --- | --- |
| Week | Module | Topic |  |  |
| 5/9/22 | 0, 1 | Orientation & Professional Identity | Asynchronous | 1-6 (10) |
| 5/16/22 | 2 | Clinical Practice Issue Identification | Tower/Charter | 1, 2, 5 (2,4) |
| 5/23/22 | 4 | Design Thinking | Asynchronous | 1, 2, 3, 6 (1-5) |
| 5/31/22 | 3 | Quality Improvement Training | Tower/Charter | 1-6 (8, 10) |
| 6/2/22 | 6 | Critique & Synthesis | Asynchronous | 1-5 (1, 7, 9, 10, 11) |
| 6/13/22 | 5 | Professional Comportment, Ethics, & Emotional Intelligence | Tower/Charter | 1-5 (1, 7, 9, 10, 11) |
| Summer Break | | | | |
| 6/27/22 | 8 | Professional Comportment & Incivility | Asynchronous | 1-6 (1, 7, 9, 10) |
| 7/5/22 | 7 | Peer Review – Why is it so important? | Tower/Charter | 3-6 (2, 6, 7, 8) |
| 7/11/22 | 10 | Design Thinking Presentations (Draft Infographic Presentations) | Asynchronous | 3-6 (2, 6, 7, 8) |
| 7/18/22 | 9 & 11 | Dissemination on Clinical Units /Panel Discussions | Tower/Charter | 3-6 (2, 6, 7, 8) |
| 7/25/22 |  | Continue group work on Final presentations | Asynchronous |  |
| 8/4/22 | 12 | Final Presentations (all members must be present) | Zoom? | 1-6 (8, 10) |

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 |