UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Fall 2022

COURSE NUMBER NUR 4467C

COURSE TITLE Clinical Reasoning and Personalized Nursing Care: Women, Children and Families

CREDITS 06 (4/2) 90 clinical hours

PREREQUISITES NUR 3227C Principles of Personalized Nursing Care 2

NUR 3219C Clinical Reasoning and Personalized Nursing Care: Adult Acute Conditions

NUR 3535C Clinical Reasoning and Personalized Nursing Care: Mental Health

COREQUISITES None

FACULTY \*Faculty are generally available to meet with students (in the office or virtually) as listed below. 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.

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| Debbie Devine, PhD, APRN-FNP  Clinical Assistant Professor  Office: HPNP 3235  Office Phone: (352) 273-6330  Office Hours\*: Monday 7:00-9:00AM by Appointment (Zoom)  Email: [debbie.devine@ufl.edu](mailto:debbie.devine@ufl.edu) (preferred) | Shavondra C. Huggins, DNP, CNS,  WHNP-BC, FNP-C, CNE  Clinical Assistant Professor  Office Phone: 352-273-6327  Office Hours\*: Monday 3:00-5:00PM  Email: [shuggins3@ufl.edu](mailto:shuggins3@ufl.edu) |

CLINICAL FACULTY

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| Anthony Roller, DNP, APRN, CPNP-AC/PC  Clinical Assistant Professor  Office: HPNP 2231  Office Phone: (352) 273-6332  Office Hours\*: Mon/Wed 12:00-1:00PM & by appointment  Email: [anthony.roller@ufl.edu](mailto:anthony.roller@ufl.edu) | Nancy G. Young, MSN, APRN, CPNP-PC,  CNE  Clinical Assistant Professor  Office Phone: (352) 273-6403  Office Hours\*: Friday 11:00 AM – 1:00 PM  Email: [ngyoung@ufl.edu](mailto:ngyoung@ufl.edu) |
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COURSE DESCRIPTION This course is designed for students to acquire and apply knowledge and principles of personalized nursing care for women, children, and families. Emphasis is on applying a biobehavioral approach to care of the childbearing and child-rearing family.

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

1. Analyze the health care needs of women, children, and families based on biobehavioral factors, vulnerabilities, and preferences in the design and delivery of family focused personalized nursing care
2. Integrate evidence-based findings into personalized nursing care for the family unit including reproductive health and pregnancy.
3. Utilize interprofessional collaboration to manage health conditions when implementing family focused personalized nursing care.
4. Apply principles of pharmacologic and non-pharmacologic management when delivering family focused personalized nursing care
5. Advocate for women, children, and families using therapeutic communication to provide support for health care decisions.
6. Apply core professional nursing values and legal/ethical principles when providing care to women, children, and families.

COURSE SCHEDULE

Faculty Section Day Time Room

Devine 1915 Friday 8:30-11:30am G103

Adams 1916 Friday 8:30-11:30am G101

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

Lecture/discussion

Interactive and collaborative activities including case studies

Simulated clinical practice

Supervised clinical practice experiences

Seminar/debriefing

LEARNING ACTIVITIES

Pre-class activities

Participation in small group activities and class discussion

Assigned readings

Elsevier HESI for case studies and practice questions

Discussion forums

Clinical practice (simulated and instructor supervised)

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 70% (total of 4).***

Exams 1 17.5%

Exam 2 17.5 %

Exam 3 17.5 %

HESI Final Exam 17.5%

***Other Coursework 30%***

Simulation Assignments 2.5%

HESI Case Studies 7.5%

HESI Practice Exam 2.5%

Quizzes 5.0%

Med Math Quiz 2.5%

Health Education Plan s 7.5%

Class Participation/Assignments 2.5%

Total 100%

**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 (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.

Satisfactory performance on all clinical and laboratory experiences is required to receive a passing grade for this course. Clinical experience will be evaluated based on cumulative clinical components which include the course clinical evaluation form and completion/attendance of other live or online simulation activities (including any required pre-simulation assignments). A rating of satisfactory 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 will be required to repeat the course before progressing to the next semester.

*HESI RN Specialty Exam 15%:*

The HESI RN Specialty Exam: *Maternity/Pediatric Nursing* 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.  The converted score on the HESI exam will be included in the final course average, which must reach 74% overall. (Retaking the HESI is not required or permissible in this course.) **The overall course average (including the HESI converted score) must reach 74%.**

*Family Health Education Plans:*

In small groups, students will create 3 Family Health Education Plans (HEP) using a provided template.  These will include a presentation of client teaching geared toward the Latino community, an assigned pediatric case study, and a case summary and HEP for a women’s health client. All students must contribute and participate in group work. A peer evaluation will be included.

*Pre Class-Prep Work and Class Participation Assignments:*

Pre-class preparatory work includes assigned readings, lecture bursts, text workbook pages, and pre-class quizzes (open book) or Elsevier Adaptive Quizzing Assignments, and HESI Case studies. These assignments will be assigned to be completed prior to class. Class participation activities includes a variety of assignments related to the weekly topics, readings, and prep-work. You must be present in class to receive credit for class participation assignments. Simulation pre-work will be assigned to be completed prior to scheduled simulation days.

*Clinical practice performance* (S/U):

Satisfactory performance on all clinical and laboratory experiences is required to receive a passing grade for this course. Satisfactory performance is defined as obtaining a rating of Supervised (S) or greater in all competencies at the Final Evaluation. A rating of Supervised (S) is defined as requires guidance, direction, monitoring and support 25% of the time and very often exhibits a focus on the client/system; accuracy, safety, & skillfulness; assertiveness and initiative; efficiency and organization; and an eagerness to learn 75% of the time. 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 satisfactory 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 will be required to repeat the course before progressing to the next semester. Clinical attendance is required for the satisfactory completion of this course.

*Shadow Health Clinical Assignments:*

In addition to other pre-simulation coursework, Shadow Health will be utilized to augment clinical hours. Shadow Health assignments will be graded using digital clinical experience (DCE) scores and will be recorded as complete or incomplete. Students must obtain a 90-100% DCE score to receive a complete on the assignment and all clinical assignments must be complete to obtain a satisfactory clinical performance for the course.

Students must earn an average of 74% on all required course work (exams and assignments) 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-Baccalaureate-Degree-Students.pdf>

CLASS ATTENDANCE AND MAKEUP POLICY

Collaborative learning is an essential component of this course; therefore, attendance is expected at all scheduled classes. 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 and approval**), 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 planned with the instructor. **If 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

Assignments not submitted by the due date will not be graded and receive a grade of zero (0).

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.

INCLUSIVE LEARNING ENVIRONMENT

We strive to provide an inclusive learning environment as we prepare graduates who care, lead, and inspire. As we share our nursing values and personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels they belong to the College of Nursing community. <https://nursing.ufl.edu/wordpress/files/2022/08/BSN_DNP-Handbook-Jul-28-2022.pdf>

CIVILITY STATEMENT

Civility among all individuals in the CON (faculty, staff and students) is vital for an inclusive environment that fosters personal reflection, growth and a collective harmony. <https://nursing.ufl.edu/wordpress/files/2022/08/BSN_DNP-Handbook-Jul-28-2022.pdf>

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>

Honor lock <https://honorlock.com/student-privacy-statement/>

Shadow Health <https://support.shadowhealth.com/hc/en-us/articles/360004578473-Accessibility-Standards>

REQUIRED TEXTBOOKS:

Perry, S.E. & Hockenberry, M.J. (2018). *Maternal-child nursing care, 6th edition.*

Elsevier, Inc. ISBN: 978-0-323-54938-7

Silvestri, L., Silvestri, A. (2023). *Saunders Comprehensive Review for the NCLEX-RN* *Examination.* 9th edition*.,* Elsevier, Inc.

Shadow Health Maternal and Pediatric Modules

WEEKLY CLASS SCHEDULE

**\*NOTE: Any course content or clinical scheduling is subject to change to facilitate learning.**

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| **Date** | **Module Week** | | **Topic** | **Course Objective (Program Objective)** |
| 8/24-8/26 | 1 | | Introduction to Maternity and Pediatric Nursing  Preconception, pregnancy labs, anatomy & physiology of pregnancy Developmental & genetic influences on child health | 1, 2, 3, 5, 6  (1, 3, 9, 10, 11) |
| 8/29-9/02 | 2 | | Antepartum Care  Communication and assessment of newborn-toddler | 1, 2, 3, 4, 5  (1, 3, 7, 8, 9, 10, 11) |
| 9/05-9/09  Labor Day Holiday 9/05 | 3 | | Pain assessment and management of the laboring and pediatric patient  Labor and delivery care  Communication and assessment of preschool-adolescence Care of the child during hospitalization | 1, 2, 3, 4, 5  (1, 3, 9, 10, 11) |
| 9/12-9/16  Asynchronous  No Class | 4 | | Maternal health promotion and anticipatory guidance  Pediatric health promotion and anticipatory guidance  Issues, Trends, Ethics, and Standards of Practice issues**EXAM 1: Modules 1, 2, 3 & 4** | 1, 2, 3, 4, 5, 6  (1, 3, 7, 8, 9, 10, 11) |
| 9/19-9/23 | 5 | | Postpartum care  Nursing care of pediatric respiratory disorders | 1, 2, 3, 4, 5, 6  (1, 2, 3, 4, 5 8, 9, 10, 11) |
| 9/26-9/30 | 6 | | Antepartum complications P-1 Nursing care of pediatric cardiology | 1, 2 ,3. 4, 5, 6  (1, 3, 7, 8, 9, 10.11) |
| 10/03-10/07  Asynchronous  No Class | 7 | | Antepartum complications P-2  Nursing care of pediatric GI & GU disorders | 1, 2, 3, 4, 5, 6  (1, 2, 3, 7, 8, 9, 10, 11) |
| 10/10-10/14 | 8 | | Labor and birth complications | 1, 2, 3, 4, 5  (1, 3, 7, 8, 9, 10, 11) |
|  |  | |  |  |
| **Date** | **Module Week** | | **Topic** | **Course Objective (Program Objective)** |
| 10/17-10/21  Asynchronous  No Class | 9 | | Nursing care of pediatric endocrine disorders  Nursing care of pediatric neurological and sensory disorders  **EXAM 2: Modules 5, 6, 7 & 8** | 1, 2, 3, 4, 5  (1, 3, 7, 8, 9, 10, 11) |
| 10/24-10/28 | 10 | | Postpartum complications P-1 Communicable diseases in women Communicable diseases in pediatrics Immunizations | 1, 2, 3, 4, 5  (1, 3, 7, 8, 9, 10, 11) |
| 10/31-11/04 | 11 | Postpartum complications P-2  High Risk Newborn  Psychosocial disorders within the family | | 1, 2, 3, 4, 5, 6  (1, 3, 7, 8, 9, 10, 11) |
| 11/07-11/11  Veteran’s Day Holiday  No Class  Asynchronous | 12 | Mental health disorders  Maternal dermatological disorders  Pediatric dermatological, disorders  Pediatric musculoskeletal disorders | | 1, 2, 3, 4, 5  (1, 3, 7, 8, 9, 10, 11) |
| 11/14-11/18 | 13 | Nursing care of pediatric hematological, immunological, and neoplastic disorders | | 1, 2, 3, 4, 5, 6  (1, 3, 7, 8, 9, 10, 11) |
| 11/21-11/25  No Class Thanksgiving Holiday | 14 | **HAPPY THANKSGIVING** | |  |
| 11/28-12/02  No Class | 15 | **EXAM 3: Modules 9, 10, 11, 12 & 13** | |  |
| 12/05-12/09 | 16 | **Reading Days - NO CLASS – HESI PREP ON YOUR OWN** | |  |
| 12/13  FINAL’s WEEK  No Class | Final Exam: HESI Maternity/ Pediatric Nursing Exam  Time: 1100 | | | |

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 |