UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Spring 2023

COURSE NUMBER NUR 3227C

COURSE TITLE Principles of Personalized Nursing Care 2

CREDITS 02 (1/1) 45 clinical hours

PREREQUISITES NUR 3737C: Principles of Personalized Nursing Care 1

FACULTY

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| Anita Stephen, PhD, RN, CNL-BC  Clinical Assistant Professor  Course Facilitator  Office: HPNP 3240  Office Phone: (352) 273-6328  Office Hours: Wed 1pm-3pm or by appt.  Email: [astephen@ufl.edu](mailto:astephen@ufl.edu) | Karen Schofield, MSN, RN, APRN  Section Leader  Office: HPNP TBA  Office Phone: TBA  Office Hours: Thurs 10:45am -12:45 or by appt  Email: [kschof@ufl.edu](mailto:kschof@ufl.edu)  Christelle Isaac  Office: HPNP TBA  Office Phone: TBA  Office Hours: Wed 9am-11am  Email: [wildine@ufl.edu](mailto:wildine@ufl.edu) |
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LAB FACULTY

Laura Gardner, MSN, RN

Clinical Lecturer

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Kasey Nestor, MSN-Ed., RN

Clinical Lecturer

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Clinical Lecturer

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Dawn Shephard, DNP, APRN, PMHNP-BC, FNP-C, CCMC

Clinical Assistant Professor

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Office Hours: Thurs, 9am-11am via zoom or by appt.

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\*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 is advisable that students confirm availability or make an appointment in advance.

COURSE DESCRIPTION This is the second of a two-semester sequence of Principles of Personalized Nursing Care. Emphasis is on integration and application of personalized nursing care across the lifespan and health care settings. Focus is on interprofessional collaboration and clinical reasoning in the delivery of evidence based, safe, cost effective quality care.

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

1. Synthesize dimensions of biobehavioral factors and selected concepts to provide personalized nursing care across the lifespan.
2. Integrate assessment data to identify potential and actual risks in designing and delivering personalized nursing care for achieving optimal health outcomes.
3. Explain how quality, safe and compassionate nursing care can be improved through interprofessional collaboration and involvement of patients and families in designing personalized nursing care.
4. Demonstrate safe and effective clinical skills for the delivery of personalized nursing care.
5. Differentiate nursing roles and responsibilities in care of patients across health care settings (i.e. transitional care, rehabilitation, perioperative, homecare, long-term care, palliative care).

COURSE SCHEDULE:

Faculty Section Day/Time Room

Stephen 35CG Wednesday, 7:25-8:15am G312

Schofield 1019 Wednesday, 12:00-12:50pm G101

Isaac 1021 Thursday, 7:25-8:15am G301

**Lab group assignments and times will be posted on Canvas.**

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
* Learning Burst/discussion
* Practice/return demonstration
* Simulated clinical practice
* Interactive multimedia assignments

LEARNING ACTIVITIES

* Participation in small group activities and class discussion
* Assigned readings & Lab prep activities
* Completion of assigned multimedia content
* Supervised demonstration of clinical laboratory skills
* HESI Case Studies and Practice Exam, Quizzes

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***

# Exam 1 20.0%

# Exam 2 20.0%

HESI Exam 20.0%

# ***Other Coursework***

# Syllabus Quiz 1.0%

HESI Activities HESI Case Studies 14.0%

Practice Exam 5.0%

Shadow Health Simulations 10.0%

Lab & Classroom Activities 10.0%

**TOTAL 100.0%**

Clinical Laboratory Performance S/U

***Course Average:***   
Students must earn an average of 74% on each component of the course 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. Satisfactory completion of course work/assignments (74% average) is also required. No final course grades will be rounded. Students must demonstrate competency in the clinical setting as indicated by receiving an “S” in the clinical component.

Satisfactory performance on all clinical laboratory experiences is required to receive a passing grade for this course. Clinical laboratory performance will be evaluated by faculty and satisfactory performance represents achievement of clinical laboratory learning objectives. **A student receiving an unsatisfactory evaluation in the clinical laboratory component of this course will be assigned a failing course grade** regardless of the grades earned on the other assignments.

*HESI Exit Exam 20%*

This course is designated by the University of Florida as a tracking course for our BSN program. As such, the *HESI RN Specialty Exam: Fundamentals* will be administered in this course. 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.**Students who do not obtain a raw score of at least 900 must complete an individualized, self-study remediation plan and retake the exam to complete the course.** Students who earn a raw score of at least 900 may retake the HESI a second time in an attempt to increase their scores if they choose. The highest score from the two attempts will be used for grading purposes. **The overall course average (including the HESI converted score) must reach 74%.**

*Syllabus Quiz (1%)*

This quiz helps students understand the policies, components and expectations of the course before the course begins. The quiz is taken individually and is due **Tuesday, January 10, 11:59 PM**. *The quiz will not be re-opened if missed.*

*Exam1&2 (40 % total)*

Each exam will be 20% of your course grade.

*HESI Case Studies (14%)*

HESI case studies will be completed by the designated dates noted in Canvas. The recorded score is based upon the **average** of two attempts.

*HESI Practice Test (5%)*

Must achieve 74% or higher to be assigned a grade of 100%; Scores of < 74% will receive the highest grade scored. The recorded score is based upon the best of two attempts.

*Lab & Classroom Activities (10%)*

Lab preparation activities are assigned on a weekly basis, which may be multimedia assignments, readings, videos, quizzes, tophat or other resources. **Lab assignments are due Tuesdays @ 1159 PM**. Students may not be admitted to lab if assignments are not completed prior to start of lab or if students are unprepared for clinical lab experiences. Preparation for lab includes following the dress code guidelines for clinical experiences and having the necessary supplies from the supply kit. Failure to attend and fully participate in these activities and sessions places the student at risk for a failing 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>

Students who fail to maintain a “C” grade or satisfactory in a clinical course 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 MAKEUP POLICY

Collaborative learning is an essential component of this course; therefore, attendance is expected at all scheduled classes and clinical laboratory sessions for class success. *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 for court-imposed legal obligations (e.g., jury duty or subpoena) are excused.

Makeup assignments for excused absences will be negotiated with the instructor upon the first day back. **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.

Late assignments

Late assignments may not be accepted and a zero may be assigned, unless there are extenuating circumstances or prior approval for a reason such as listed above in Class Attendance and Makeup Policy

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

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.

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>

Examsoft <https://examsoft.com/privacy-policy>

REQUIRED TEXTBOOKS & RESOURCES

Ackley, B., Ladwig, G., & Makic, M.B.F. (2023). *Nursing diagnosis handbook* (13th ed.). Elsevier.

Harding, M. M., Kwong, J., Roberts, D. Hagler, D. & Reinisch, C. (Eds.). (2022). *Lewis’s medical surgical nursing: Assessment and management of clinical problems* (12th ed.)Elsevier.

Potter, P., Perry, A., Stockert, P., Hall, A. (2021). *Fundamentals of Nursing* (11th ed.). Elsevier.

Perry, A., Potter, P., Ostendorf, W. S., & Laplante, N. (2021). Clinical Nursing Skills and Techniques (10th ed). St. Louis: Elsevier.

Silvestri, L.A. (2022). *Saunders 2020-2021 strategies for test success* (7th ed.) Elsevier.

Silvestri, L.A. (2022) *Saunders comprehensive review for the NCLEX-RN® examination* (9th ed.). Elsevier.

Examsoft and Top Hat will be used in this course are required.

A supply kit is required **if not previously purchased in PPNC1**.

WEEKLY CLASS SCHEDULE

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

**PPNC2 WEEKLY CLASS SCHEDULE: SPRING 2023**

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| **Class Dates** | **Week** | **Topic** | **Assignments** | **Program**  **Outcomes (PO)**  **Course Outcomes (CO)** |
| **01/11 & 01/12** | 1 | Orientation  Sterile Technique: Gloving & Sterile Field  Post-operative Care & Legal Considerations, SCD/TED Hose & Blood transfusion | * Syllabus Quiz * Evolve Pre-Lab Quiz * HESI Case Study: Age-related Changes | PO - 1, 3, 9, 10  CO – 1, 2, 3, 4, 5 |
| **01/18 & 01/19** | 2 | Wound Management: Acute & Chronic  Sterile Dressing & Wound Vac  Gastrointestinal/Ostomy Management | * Evolve Pre-Lab Quiz * HESI Case Study: Mobility * Shadow Health #1 | PO - 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11  CO – 1, 2, 3, 4, 5 |
| **01/25 & 01/26** | 3 | Principles of Venipuncture | * Pre-Lab Quiz * HESI Case Study: | PO - 1, 3, 4, 5, 7, 8, 9, 10, 11  CO – 1, 2, 3, 4, 5 |
| **02/01 &**  **02/02** | 4 | Oxygen Management  Suctioning, Tracheostomy Management  Oxygenation apparatus/Chest tube | * Pre-Lab Quiz * HESI Case Study: Pain | PO - 1, 3, 4, 5, 6, 7, 8, 9, 10, 11  CO – 1, 2, 3, 4,5 |
| **02/08 & 02/09** | 5 | Urinary Management & Urinary Analysis  Urinary Catherization | * Pre-Lab Quiz * HESI Case Study: Urinary Patterns * Shadow Health #2 | PO - 1, 3, 4, 5, 7, 8, 9, 10, 11  CO – 1, 2, 3, 4, 5 |
| **02/15 & 02/16** | 6 | **Exam 1**  During didactic class times | | |
| **02/22 & 02/23** | 7 | EOL  Nutritional Management  CVL/PICC | * Pre-Lab Quiz * HESI Case Study: Loss, Grief & Death | PO - 1, 3, 4, 5, 6, 7, 8, 9, 10, 11  CO – 1, 2, 3, 4,5 |
| **03/01** | 8 | **HESI**  **March 1 –All Sections**  **Time: 8:00-0930**  **Rm: 1404** | | |
| **03/08 & 03/08** | 9 | Concepts of Medication Administration- Part 1  Med Errors/Pt. Safety & Med Math | * Pre-Lab Quiz * Shadow Health #3 | PO - 1, 3, 4, 5, 6, 7, 8, 9, 10, 11  CO – 1, 2, 3, 4,5 |
| **03/15 & 03/16** | 10 | **SPRING BREAK** | | |
| **03/23 & 03/24** | 11 | Medications – Part 2  Injections  Med Errors/Pt. Safety & Med Math | * Pre-Lab Quiz | PO - 1, 3, 4, 5, 6, 7, 8, 9, 10, 11  CO – 1, 2, 3, 4, 5 |
| **03/29 & 03/30** | 12 | Principles of IV Therapy  Fluid Administration - primary  Intravenous Piggyback - secondary | * Pre-Lab Quiz * Shadow Health #4 | PO - 1, 3, 4, 5, 6, 7, 8, 9, 10, 11  CO – 1, 2, 3, 4, 5 |
| **04/05 & 04/06** | 13 | Introduction to Code Management  Basic EKG interpretation  SLS Virtual lab & Sim (M. Dixon) | * Pre-Lab Quiz * HESI Case Study: Sensory * Fundamentals Practice Exam | PO - 1, 3, 4, 5, 6, 7, 8, 9, 10, 11  CO – 1, 2, 3, 4, 5 |
| **04/12 & 4/13** | 14 | **Exam 2 (**During didactic class times) | | |
| **04/19 & 04/20** | 15 | **EHR Lab Activities (Only Lab this week)**  **All students are required to attend** | | |
| **04/26 & 04/27** | 16 | **No Class**  Independent HESI Remediation Activities/  Reading Days | | |
| **05/01** | 17 | **HESI RETAKE – May 1**  **Time: 2:00-3:30p**  **Rm: 1404** | | |

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: | 02/18  02/18  03/18 |