UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Spring 2023

COURSE NUMBER              NUR 3805

COURSE TITLE                   Professional Nursing in the Evolving Healthcare System

CREDITS                             03 credits

PLACEMENT             BSN Program: RN to BSN Track

PREREQUISITES Admission to RN-BSN Track

COREQUISITES None

FACULTY

Sharon Bradley, DNP, RN, CNL, CNE

Clinical Assistant Professor

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Office Hours: Virtual by appointment (See Canvas for instructions)\*

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\*Preferred method of contact

Cynthia “Cindi” Figueroa, PhD, APRN, ANP-BC

Clinical Assistant Professor

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Office Hours\*: Friday, 10:00am-12:00pm & by appointment

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

COURSE DESCRIPTION      The purpose of this course is to build upon initial nursing education to enhance professional development, prepare for a broader scope of practice, and provide deeper understanding of the cultural, political, economic, and social issues that affect clients and influence care delivery. Emphasis is on the concepts of culturally sensitive patient-centered care, evidence based practice, interprofessional teams, informatics, clinical reasoning, and health promotion across the lifespan in an ever changing and complex healthcare environment.

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

1. Develop an understanding of the historical and social foundations of professional nursing.
2. Identify the core values of baccalaureate nursing as reflected in the College of Nursing philosophy and conceptual framework.
3. Reflect on internal and external attitudes, values, and beliefs that impact the ability to care for others.
4. Discuss the development and implementation of strategies to enable systems to change.
5. Describe quality improvement processes and healthcare technologies used to safely implement patient centered care.
6. Contribute evidence based practice models to interprofessional teams to optimize clinical outcomes.
7. Defend the premises that accountability and responsibility are required of professional nurses regardless of setting, geographical location or environment.

COURSE SCHEDULE

Faculty Section Day

Bradley 0221 UF Online

Figueroa 0706 UF Online

Figueroa 0921 UF Online

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

Small group online discussions, assigned readings, media and electronic resources, computer-assisted assignments, group projects, presentations and assigned written papers.

LEARNING ACTIVITIES

Completion of assigned modules and e-learning activities. Participation in small group online discussions, required written paper, required presentation, required to start professional e-portfolio in WIX.

EVALUATION METHODS/COURSE GRADE CALCULATION

Discussions 20%

Mini Papers 20%

Poster Presentation 25%

Evidence-base paper 20%

e-Portfolio 15%

100%

Feedback on all graded assignments routinely is given within 10-14 working days of the due date. Faculty are committed to providing meaningful feedback to students, however formal written papers may take some dedicated time to grade.

Progression in the College of Nursing baccalaureate program requires that students maintain a “C” or above 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

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. Work or vacation related absences are not excused. Students are expected to plan in advance and submit assignments by posted due dates. **There will be a 10% deduction per day on late assignments. After 3 days, you will receive a zero on the assignment** unless you have spoken with the instructor and arrangements have been made. Please keep in mind that your academic obligations ALWAYS take priority over personal or social commitments. Late assignments and/or makeups for other assignments except in the case of the above circumstances are not allowed.

Requirements for class participation and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <http://gradcatalog.ufl.edu/content.php?catoid=5&navoid=1054#attendance>.

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, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) 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/students/student-conduct-code/.](https://sccr.dso.ufl.edu/students/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/>) and a full explanation of each of the university policies – ([http://students.nursing.ufl.edu/currently-](http://students.nursing.ufl.edu/currently-enrolled/course-syllabi/course-policies) [enrolled/course-syllabi/course-policies](http://students.nursing.ufl.edu/currently-enrolled/course-syllabi/course-policies))

NETQUETTE:   
It is important to recognize that the online classroom is in fact a classroom, and certain behaviors   
are expected in communication with both your peers and your instructors. These guidelines for   
online behavior and interaction are known as **netiquette**.   
   
Please be respectful of others in email messages, online discussions, and other activities. All   
members of the class are expected to follow rules of common courtesy in all interactions. No   
personal criticism is permitted, and no inappropriate language is permitted. Additional   
information on Netiquette Guidelines are available at <https://www.cise.ufl.edu/wp-content/uploads/2019/08/CISE_Netiquette_Guide.pdf>

PRIVACY POLICIES/ ELECTRONIC RESOURCES

Not applicable, see Canvas.

REQUIRED TEXTBOOK

Finkleman, A. (2023). *Professional nursing concepts: Competencies for quality leadership* (5th

## Edition). Sudbury, MA: Jones and Bartlett. ISBN- 9781284230888

Publisher website: <https://www.jblearning.com/nursing-medicine/nursing/career-professional-development/productdetails/9781284230888>

American Psychological Association. (2020). *Publication manual of the American*

*Psychological Association*  (7th ed.). Washington, DC: Author.

(NOTE: This reference will be required to be used in all 5 semesters of the BSN program)

WEEKLY CLASS SCHEDULE:

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

| Week # | Date | MODULE & TOPIC | READINGS & ASSIGNMENTS | DUE DATE | Program Outcomes |
| --- | --- | --- | --- | --- | --- |
| 1-2 | Jan 5 – 17 | **Module 1:**  Getting to Know You | Course & CANVAS Information & Orientation  **Read:** the Start Here Section and Syllabus  **Read:** the Library Resources for Distance Learners (Links to an external website)  **Read:** "How do I view all groups in a course as a student? (Links to an external site.) Links to an external site. “Complete Library Tutorials  **ASSIGNMENT:**   * SYLLABUS & APA QUIZ * DISCUSSION BOARD - Introductions | Monday, Jan 17 at 11:59 PM EST | 1,2,10 |
| 3 | Jan 18 – 24 | **Module 2:** Nursing Profession | * **Read:** HUSTON Chapter 1 (posted) * **Read:** Finkelman - Chapter 1 * **Watch:** Nursing as a Profession * **Watch:** Dan Gilbert: The Psychology of your Future Self - TED Talk (link posted)   **ASSIGNMENTS:**  APA style Mini-Paper – Professional Attributes  Group Assignment – Name Your Group | Jan 24 at 11:59 PM EST | 1, 10 |

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| 4-5 | Jan 25 – Feb 7 | **Module 3:**  Role Transition | * **Read:** CON Philosophy and Framework (posted) * **Read:** *The Essentials: Core Competencies for Professional Nursing Practice* (Link posted) * **Read:** ANA Code of Ethics with Interpretive Statements (Link posted) * **Read:** Scope and Standards of Practice: Nursing (p. 3) * **Read:** Article on General Systems Theory (posted)   **ASSIGNMENT:**  Curriculum Vitae & Personal Nursing Philosophy | Feb 7 at 11:59 PM EST | 1, 9 |
| 6 | Feb 8 – 14 | **Module 4:** Patient Centered Care | * **Read:** Finkelman - Chapter 9 * **Read:** AACN *Essentials* * **Watch:** IOM Competency Overview * **Watch:** Patient Centered Care   **ASSIGNMENT:**  Group Update – Choose your Evidence- based Practice Topic and submit  Discussion Board: Janet Echelman - Taking Imagination Seriously - TED Talk (link posted in Module 4 & on Discussion Board assignment page.) | Feb 14 at 11:59 PM EST | 7 |

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| 7 | Feb 15 – 21 | **Module 5:** Working in Interdisciplinary Teams (IDT) | * **Read:** Finkelman – Chapter 10 * **Read:** AACN Essentials ~~VI (p. 22-23)~~ * **Watch:** Module 5 Video – Working in Interdisciplinary Teams.   **ASSIGNMENT:**  Group Update – Timeline of the Plan to complete the Paper & Poster (include team member names and their assigned duties) Group report on discussion board   APA style Mini-Paper – Interdisciplinary Teams (IDT) | Feb 21 at 11:59 PM EST | 2, 8 |
| 8 | Feb 22 – 28 | **Module 6:** Evidence-Based Practice | * **Read:** Finkelman - Chapter 11 * **Read:** ANA Code of Ethics with Interpretive Statements * **Read:** The Impact of Evidence-Based Practice in Nursing and the Next Big Ideas. * **Read:** Putting evidence into nursing practice: Four traditional practices not supported by the evidence.   **Watch:** Module 6 Video – Evidence-Based Practice  **ASSIGNMENT:**  Discussion Board: Evidence-Based  Practice | Mar 1 at 11:59 PM EST | 3 |

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| 9 - 10 | Mar 1 – 14 | **Module 7:** Quality improvement | * **Read:** Finkelman- Chapter 12 * **Read:** Quality and Safety Education for Nurses * **Read:** The Joint Commission National Patient Safety Goals * **Watch:** Module 7 Video – Apply Quality   Improvement   * **Watch:** Chasing Zero – Winning The War on   Healthcare Harm  **ASSIGNMENTS:**  Discussion Board – Patient Safety  Discussion Board – Group Report  (**Poster** Draft Outline)  Discussion Board – Group Report  (**Poster** Draft References) | Mar 14 at 11:59 PM EST | 8 |
| 11 | Mar 15 - 21 | **Module 8:**  Informatics | * **Read:** Finkelman – Chapter 13 * **Read:** The Potential Use of “Blogs” in Nursing Education * **Read:** Promoting Patient Safety Through Informatics-Based Nursing * **Watch:** Module 8 Video – Informatics for Quality in Healthcare * **Watch:** Health Information Technology: Key to Quality Improvement * **Watch:** Health Informatics   **ASSIGNMENTS:**  Discussion Board – Informatics  Discussion Board – Group Report  (**FINAL Poster** Outline) | Mar 21 at 11:59 PM EST | 4 |
| 12 | Mar 22 - 28 | **Module 9:**  Final Projects | **ASSIGNMENT:**  **Poster** submission  **Poster** References  submission   Discussion Board –  **Paper** Outline | Mar 28 at 11:59 PM EST | 3, 10 |
| 13 | Mar 29 – Apr 4 |  | **ASSIGNMENT:**  Peer critique of **Posters** – *Obtain Form on*  *Assignment Page* | Apr 4 at 11:59 PM EST | 4, 8, 10 |
| 14 - 15 | Apr 5 – 18 |  | **ASSIGNMENT:**  Final **Paper** | Apr 18 at 11:59 PM EST | 4, 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: | 07/14  07/14  10/14 |