UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Spring 2023

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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| Sally Bethart, DNP, APRN, FNP-BC, PHNA-BC, CNE  Clinical Assistant Professor  Office: HPNP 4203  Office Phone: (352) 273-6372  Cell Phone: (352) 494-3548  Office Hours\*: Wednesdays 11AM-1PM and by appointment  Email: [sbeth12@ufl.edu](mailto:sbeth12@ufl.edu) | Brenda W Dyal, PhD, DNP, APRN, FNP-BC  Clinical Associate Professor  Office: HPNP 3215  Cell Phone: (386) 688 2820, texts preferred, please identify yourself as a NUR 4636C student  Office Hours: 2-4 pm on Thursdays via Zoom by appointment  Email: [bdyal@ufl.edu](mailto:bdyal@ufl.edu) |
| Dawn Shepard, DNP, APRN, PMHNP-BC, FNP-C, AGNP-C, CCMC  Clinical Assistant Professor  Office: HPNP (Room not assigned yet)  Office Phone: (Not assigned yet)  Office Hours: Thursday 9 am -11 am by zoom drop-in or by appointment  Email Address: [dawn.shepard@ufl.edu](mailto:dawn.shepard@ufl.edu) | Sharon Bradley, DNP, RN, CNL, CNE  Clinical Assistant Professor  Office: HPNP 3230  Office Phone: (352) 273-6423  Cell Phone: (352) 281-6603  Office Hours\*: Thursdays 2:00 – 4:00pm and by appointment  Email: [sbradley@ufl.edu](mailto:sbradley@ufl.edu) |

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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. | |
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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** | **Day** | **Time** | **Room** |
| Bethart | 0400 | Wednesday | 1:55-4:55pm | 1404 (HPNP Auditorium) |
| Dyal | 0500 | Wednesday | 1:55-4:55pm | C1-004 (Communicore) |

The clinical hours for this course include students meeting with community site partners and the

development/implementation of the Community Impact Project. These clinical hours will be scheduled based on the availability of the community site, students, and course faculty. This

means we could meet ANY day of the week, especially on Friday. All clinical meetings are MANDATORY for ALL students.

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/ 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 online and in the classroom
* 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 community 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>

All clinical meetings are MANDATORY for ALL students. 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.

LATE ASSIGNMENT POLICY

Students are expected to plan in advance and submit assignments by posted due dates. Advanced notice of late submissions is expected. This course includes a “Life Happens” Late Policy:

* Assignments submitted less than 24 hours after the due date will only be eligible for 90% of the maximum number of points allotted.
* Assignments submitted more than 24 hours and less than 36 hours after the due date will only be eligible for 80% of the maximum number of points allotted.
* Assignments submitted more than 36 hours after the due date will not be accepted and the score will be a zero.

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: <http://nursing.ufl.edu/students/student-policies-and-handbooks/course-policies/>.

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 examinations** administered to student laptops. No wireless keyboards or wireless mouse/tracking devices 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 RESOURCE

Top Hat subscription

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 | Module Assignments | Community Impact Project |
| Week 1  01/09 – 01/15 | Orientation | Syllabus Quiz – due 1/15 | Community Impact Project Overview  Site/population selection – due 1/15  **Both sections meet for class together in 1404** |
| Week 2  01/17 – 01/22    01/16 Martin Luther King, Jr. Day Holiday | 1 - Intro to Pop Health  (1,2,3) | Intro to Population Health PlayPosit – due 1/22  Public Health Nursing PlayPosit – due 1/22  SDOH Video Case Study | Class Activity | Step 1 Part A – Team Norms– 1/15  Step 1 Part B – Problem Identification – due 1/29 |
| Week 3  01/23 – 01/29 | 2 – Community Assessment  (1,2,3,4,6,7,8,9,10,11) | Community Assessment | PlayPosit – due 1/29  Community Assessment | Class Activity  HESI Case Study 1- due 1/29 | **Work on Community Impact Project with Faculty**  (Review/Grade Step 1 and Introduce Step 2)  Step 1 Part B – Agency Meeting and Problem Identification – due 1/29 |
| Week 4  01/30 – 02/05 | 3 - Health Promotion  (1,2,3,4,6,7,8,9,10,11) | Intro to Health Promotion | PlayPosit – due 2/05  Nursing Implementation of HP | PlayPosit – due 2/05  Health Promotion | Class Activity  HESI Case Study 2 – due 2/05 | **Work on Community Impact Project with Faculty (**Review/Grade Step 1and help students with ROL) |
| Week 5  02/06 – 02/12 | 4 - Vulnerable Populations and Health Disparities  (1,2,3,4,6,7,8,9,10,11) | Vulnerable Pop & Health Disp | PlayPosit – 2/12  VP & HD | Class Activity  Module Quiz 1 (Modules 1-3) – due 2/12  HESI Community Health Quiz 1 – due 2/12 | **Work on Community Impact Project with Faculty**  (Review/Grade Step 2 and Introduce Step 3)  Step 2 Review of the Literature – due 2/12 |
| Week 6  02/13 - 02/19 | 5- Epidemiology  (3,4,9) | Introduction to Epidemiology | PlayPosit – 2/19  Application of Epi in Nursing Role | PlayPosit – 2/19  Epidemiology Population Health Data – Class Activity  HESI Case Study 3 – due 2/19 | **Work on Community Impact Project with Faculty**  (Review/Grade Step 2&3 and Introduce Step 4&5)  Step 3 - Part A | Purpose and Aims –due 2/26  Step 3 - Part B | Outline of Project Deliverables –2/26 |
| Week 7  02/20 – 02/26 | 6 - Infectious Disease  (1,2,3,4,6,7,8,9,10,11) | Infectious Disease Surveillance | PlayPosit – due 2/26  Infectious Disease | Class Activity  HESI Case Study 4 – due 2/26  Mid-Term Clinical Evaluations – due 2/26 | **Work on Community Impact Project with Faculty**  (Review/Grade Step 3 C&D and Introduce Step 6)  Step 3 - Part C | Methods & Project Deliv. – 2/20  Step 3 - Part D | Outline Project Imp. – 2/20 |
|  | **Modules** | **Module Assignments** | **Community Impact Project** |
| Week 8  02/27 – 03/05 | 7 - Trauma Informed Care  (7,9,10,11) | Trauma Informed Care | PlayPosit – due 3/05  Trauma Informed Care | Class Activity  ACEs Survey – due 3/05  Module Quiz 2 (Mod 4-6) – due 3/05 | **Work on Community Impact Project with Faculty**  (Review/Grade Step 3 C&D and help with deliverables and abstract)    **Both sections meet for class together**  **in 1404 (HPNP Auditorium)** |
| Week 9  03/06 – 03/11 | 8 - Environmental Health  (7,9,10,11) | Environmental Health | PlayPosit – due 3/11  Environmental Health Assessment | Class Activity  HESI Case Study 5 – due 3/11 | **Work on Community Impact Project with Faculty**  Step 3 - Part E | Abstract Work-In-Progress Submission  **(Voluntary submission)** |
| Week 10  03/11 – 03/18 | **Spring Break Week** | | |
| Week 11  03/20 – 03/26 | 9 - Ethics in Population Health  (7,9,10,11) | Ethics in Population Health | PlayPosit – due 3/26  Ethics in Population Health | Class Activity  HESI Community Health Quiz 2 – due 3/26 | **Work on Community Impact Project with Faculty**  Step 4 - Implementation– 04/02  Step 5 – Evaluation – due 4/02 |
| Week 12  03/27 – 04/02 | 10 - Global Health  (1,2,3,4,6,7,8,9,10,11) | Global Health | PlayPosit – 4/02  Global Health/Dollar Street | Class Activity  HESI Community Health Quiz 3 – due 4/02 | **Work on Community Impact Project with Faculty** (Review/Grade Step 4 and 5)  Step 6 - Part A | Final Poster – due 4/09 |
| Week 13  04/03 – 04/09 |  | HESI Community Health Quiz 4 – due 4/09  Module Quiz 3 (Modules 7-10) – due 04/09  Final Clinical Evaluation – due 04/09 | Step 6 - Part B | Dissemination due 04/30  Step 6 – Part C | Peer Review – 04/30 |
| Week 14  04/10 – 04/16 |  | **MANDATORY - ALL Students will attend the Research Summit on Friday, April 14, 2023**  **No class on Wednesday 4/12** | Step 6 - Part B | Dissemination due 04/30  Step 6 – Part C | Peer Review – 04/30 |
| Week 15  04/17 – 04/23 | 11 – Project Presentation and Peer Reviews  (1,2,3,4,6,7,8,9,10,11) | Research Summit Debrief  Project Presentation and Peer Reviews | Step 6 - Part B | Dissemination due 04/30  Step 6 – Part C | Peer Review – 04/30  **Both sections meet for class together**  **in 1404 (HPNP Auditorium)** |
| Week 16  04/24 – 04/30 | 11 – Project Presentation and Peer Reviews  (1,2,3,4,6,7,8,9,10,11) | Project Presentation and Peer Reviews  Community Impact Project Reflection – due 04/30    Last day of Classes Wednesday 4/26  Reading Days Thursday 4/27 and Friday 4/28 | Step 6 - Part B | Dissemination due 04/30  Step 6 – Part C | Peer Review – 04/30    **Both sections meet for class together**  **in 1404 (HPNP Auditorium)** |
| Finals Week |  |  |  |

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 |