UNIVERSITY OF FLORIDA COLLEGE OF NURSING COURSE SYLLABUS

Spring 2023

## COURSE NUMBER NUR 4766C

COURSE TITLE Clinical Reasoning and Personalized Nursing Care: Adult

Complex Conditions

CREDITS 6 (3/3) 135 clinical hours

PREREQUISITES NUR 4467C Clinical Reasoning and Personalized Nursing

Care: Women, Children and Families

NUR 4768C Clinical Reasoning and Personalized Nursing Care: Adult Chronic Conditions

COREQUISITES None

FACULTY

|  |  |
| --- | --- |
| Allison Peters, DNP, RN, CNOR, NEC  Clinical Assistant Professor  Course Facilitator  Office: HPNP 4206  Office Phone: 352-294-5721  Office Hours: Wednesdays 1300-1500  Email: [petal@ufl.edu](mailto:petal@ufl.edu) | T. Jennifer Boneta, DNP, CCRN  Clinical Assistant Professor  Section Leader  Office HPNP 3217  Office Phone:  Office Hours:  Email: [crosscode@ufl.edu](mailto:crosscode@ufl.edu) |

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

CLINICAL FACULTY

\*\*Clinical faculty, clinical information, and associated student groups will be available via Canvas. Clinical faculty will reach out to their groups prior to clinical start date via Canvas email. Please note clinicals will begin on Monday, 01/09/2023 and Tuesday, 01/10/2023.

COURSE DESCRIPTION This course provides in-depth knowledge of personalized nursing care of adults with complex conditions. Emphasis is on multisystem illness requiring multi- faceted approaches to treatment across settings. Focus is on nursing leadership, care coordination and advocacy to provide safe, cost-effective high-quality health care that improves quality of life.

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

1. Demonstrate professional competence and values reflective of professional nursing standards and mutual respect to provide personalized nursing care of adults with complex conditions.
2. Incorporate principles of nursing leadership, communication, and collaboration within the healthcare team to promote high quality care.
3. Advocate to ensure goals of care are based upon treatment preferences of individuals and families.
4. Utilize patient-centered technology systems to deliver safe nursing care.
5. Collaborate with the patient, family and interprofessional team, to provide safe, cost effective, high-quality health care, which improves quality of life in adults with complex conditions.
6. Create a personalized nursing plan of care for adults with complex conditions.
7. Appraise current evidence to implement healthcare safety and quality improvement initiatives for individuals and groups of adults with complex conditions.
8. Demonstrate safe, cost effective, quality care in the delivery of personalized nursing care to adult patients with complex conditions.
9. Evaluate healthcare outcomes of adults with complex conditions.

## COURSE SCHEDULE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Faculty | Section | Day | Time | Room |
| Boneta | 1001 | Wednesday | 9:35am-12:35pm | G101 |
| Peters | 1002 | Wednesday | 9:35am-12:35pm | C1-017 |

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/.](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

Synchronous and asynchronous collaborative activities

Unfolding case studies Review questions

Clinical & laboratory/simulation-based experiences

Seminar/Debriefing

## LEARNING ACTIVITIES

Pre-class activities

Reading assignments

Discussion forums

Individual and collaborative in class assignments

NCLEX & HESI prep assignments

Integrative review of fundamentals, pharmacology, & dosage calculations

Clinical & laboratory/simulation-based experiences

# Note: Course content & dates are subject to change to facilitate learning.

## EVALUATION METHODS/COURSE GRADE CALCULATION

|  |  |
| --- | --- |
| Exam 1 | 20% |
| Exam 2 | 20% |
| HESI Exit Exam | 20% |
| HESI Case Studies & Practice Quizzes | 15% |
| Elsevier Adaptive Quizzing for NCLEX | 10% |
| Participation (including Canvas Quizzes) | 15% |
|  |  |
| Total | 100% |

***Course Average***

Students must demonstrate satisfactory performance in 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” for the clinical component.

Satisfactory performance on all clinical learning experiences is required to receive a passing grade for this course. 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 in the clinical component of a course will be assigned a course grade of E. Students will be required to repeat the course (didactic and clinical experiences) before progressing to the next semester.**

*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: Health Assessment 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 (regardless of the conversion score) must complete an individualized, self-study remediation plan and retake the exam to complete the course.** In addition, students with a raw score less than 900 will be required to complete an NCLEX preparation course. A three-day, comprehensive preparation course will be offered through Elsevier on site the final week of class and is HIGHLY recommended. Those who do not wish to attend this course will be required to complete an NCLEX preparation course independently and provide proof of completion.

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%.**

## **HESI RN Case Studies** 15%

## Weekly assignments of HESI RN case studies and practice tests will be assigned. No late assignments will be accepted unless the absence is excused as described below.

## CLINICAL PRACTICE PERFORMANCE S/U

## Simulation Activities (Live)(S/U) Clinical Performance (S/U):

Clinical practice performance of (SD) self-directed performance on all clinical and laboratory experiences is required to receive a passing grade for this course. 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 self-directed 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 with an unsatisfactory evaluation will be required to repeat the course before graduating.

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-](https://con-main.sites.medinfo.ufl.edu/files/2011/05/S2.03-Academic-Progression-for-Baccalaureate-Degree-Students.pdf) [Baccalaureate-Degree-Students.pdf](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 MAKE UP POLICY

Collaborative learning is an essential component of this course; therefore, attendance is expected at all scheduled class, clinical and laboratory 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 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. Students may not opt out of any exams. Late assignments and/or makeups for HESI Case studies (or other assignments) **except in the case of the above circumstances** may not allowed.

Students may be required to make up acceptable absence (see above) from the clinical or laboratory setting. Prior notification to your clinical instructor (if at all possible) is a standard of professional behavior. Any absences from the clinical or laboratory setting without notice or prior approval of instructor for the reasons noted above will be considered as unsatisfactory. Failure to complete clinical and laboratory learning experiences may result in unsatisfactory clinical evaluation for the course if the student has not demonstrated achievement of clinical learning objectives as documented on the course clinical evaluation form.

Being on time for synchronous required clinical or lab experiences is considered PROFESSIONALISM in your Clinical Evaluation. Tardiness for clinical and lab will be reflected in the Clinical Evaluation, and may result in a failure for the course.

LATE ASSIGNMENTS

## Late assignments may not be accepted. Students should plan in advance and submit assignments by posted due dates. Students may receive a zero if an assignment is not received on time. Accommodations will only be provided for excused absences.

## 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.](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>

Top Hat <https://tophat.com/company/legal/privacy-policy/>

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

## REQUIRED TEXTBOOKS AND RESOURCES

Ackley, B., & Ladwig, G. (2019). Nursing diagnosis handbook: An evidence-based guide to planning care (11th ed.). St. Louis: Mosby/Elsevier

Harding, M. M., Kwong, J., Roberts, D. Hagler, D. & Reinisch, C. (Eds.). (2020). Lewis’s medical surgical nursing: Assessment and management of clinical problems (11th Edition). St. Louis: Elsevier

Cuellar, E.T. (2020). HESI. Comprehensive review for the NCLEX-RN examination (6th ed.). St. Louis, Missouri: Elsevier. Silvestri, L.A. (2017).

Silvestri, L. A., & Silvestri, A. E. (2020). Saunders comprehensive review for the NCLEX-RN examination (8th ed.). St. Louis, MO: Saunders.

Elsevier Adaptive Quizzing for the NCLEX: GVL May 2023 Grads NCLEX EAQ: Course ID: 162021\_ufl1\_1001

HESI Case Studies: GVL May 2023 Grads HESI RN Case Studies Practice Tests-Course ID: 161383\_ufl1\_1008

TopHat Access for interactive classroom

# WEEKLY SCHEDULE:

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

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| --- | --- | --- | --- | --- |
| **Week #** | **Module #** | **Class Wednesday 0935-1235 & Clinical Dates** | **Topic** | **Program**  **Outcomes** |
| **1**  01/9-01/14 | 1 | **Clinical:** Mon 01/09  Tues 01/10  **Class:** Wed 01/11, 0935-1235   * Dr. Peters: C1-017 (Communicore) * Dr. Boneta: G101 | Classes Begin **1/9/2023**  Course Orientation  Complex Genitourinary | 1,3,4,6 |
| **2**  01/15-01/21 | 2 | **No Clinical MLK DAY 01/16**  **Class:** Wed 01/18, 0935-1235   * Dr. Peters: C1-017 (Communicore) * Dr. Boneta: G101 | Complex Cardiovascular Part 1 | 1,3,4,6 |
| **3**  01/22-01/28 | 3 | **Class:** Wed 01/25, 0935-1235   * Dr. Peters: C1-017 (Communicore) * Dr. Boneta: G101 | Complex Cardiovascular Part 2 | 1,3,4,6 |
| **4**  01/29-02/04 | 4 | **Class:** Wed 02/01, 0935-1235   * Dr. Peters: C1-017 (Communicore) * Dr. Boneta: G101 | Complex Endocrine | 1,3,4,6 |
| **5**  02/05-02/11 | 5 | **Class:** Wed 02/08, 0935-1235  EXAM during class time | **Exam 1**  (Modules 1-4) |  |
| **6**  02/12-02/18 | 6 | **Class:** Wed 02/15, 0935-1235   * Dr. Peters: C1-017 (Communicore) * Dr. Boneta: G101 | Complex Pulmonary | 1,3,4,6 |
| **7**  02/19-02/25 | 7 | **Class:** Wed 02/22, 0935-1235   * Dr. Peters: C1-017 (Communicore) * Dr. Boneta: G101 | Complex Neurological | 1,3,4,6 |
| **8**  02/26-03/04 | 8 | **Simulations:** Mon 02/27  Tues 02/28  0800 –1700—In SIM lab (1st floor HPNP Building)  **Class:** No Class Wednesday- Southern Nurses Research Society Conference Orlando UF CON to Host | **Exit HESI: March 3rd**  **HPNP 1404**  **No Class** | 1,3,4,6 |
| **9**  03/05-03/11 | 9 | **Class:** Wed 03/8 - 0935-1235  ICU Boot Camp Part I   * Dr. Peters, Dr. Boneta-Location TBA | ICU Overview Part 1 | 1,3,4,6 |
| 03/12-03/19 |  | **No Classes** | **SPRING BREAK!** |  |
| **10**  03/20-03/25 | 10 | ICU rotations begin  **Class:** Wed 03/22 - 0935-1235  ICU Boot Camp Part II   * Dr. Peters, Dr. Boneta—Location TBA | ICU Overview Part 2 | 1,3,4,6 |
| **11**  03/26-04/01 | 11 | ICU rotations  **Class:** Wed 03/29, 0935-1235   * Dr. Peters: C1-017 (Communicore) * Dr. Boneta: G101 | Complex Immunology, Hematology, Sepsis, MODS SIRS, DIC, Organ Transplant, Graft vs Host | 1,3,4,6 |
| **12**  04/02-04/08 | 12 | **Class:** Wed 04/5, 0935 - 1235   * Dr. Peters: C1-017 (Communicore) * Dr. Boneta: G101 | Complex Gastrointestinal | 1,3,4,6 |
| **13**  04/09-04/15 | 13 | **Class:** Wed 04/12, 0935-1235  EXAM during class time.   * Dr. Peters: C1-017 (Communicore) * Dr. Boneta: G101 | **Exam 2**  (Module 6 7, 11, 12) | 1,3,4,6 |
| **14**  04/16-04/22 | 14 | **Clinical:** ICU rotations  **Class:** Wed 04/19--asynchronous | Triage: The Emergency Department (ED) | 1,3,4,6 |
| **15**  04/23-04/29 | 15 | **Clinical:** ICU rotations  **Class:** Wed 04/26--asynchronous | Jigsaw Meta-Analysis of QSEN | 1-11 |
| **16**  4/27-4/28 |  | NO CLASS | Reading Days--no classes |  |
| **17**  4/29-5/5/2023 |  | **Monday - 05/1/2022** | **HESI RETAKE—May 1st** |  |

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 |