UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Spring 2019

COURSE NUMBER               NUR 3219C

COURSE TITLE                    Clinical Reasoning and Personalized Nursing Care: Adult Acute Conditions

CREDITS                              04 Credits (2/2) 90 clinical hours

PREREQUISITES                  NUR 3066C Clinical Reasoning Health Assessment

 NUR 3737C Principles of Personalized Nursing Care 1

COREQUISITES None

FACULTY

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COURSE DESCRIPTION This course provides foundational knowledge and principles of personalized nursing care while caring for adults with acute illnesses or injury. Emphasis is on care coordination and interprofessional collaboration to optimize wellness and recovery of adults. Focus is on evidence-based, safe, cost effective, quality care to achieve optimal health outcomes.

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

1. Utilize the nursing process to analyze the healthcare needs of adult patients with acute illnesses or injury.
2. Synthesize assessment findings utilizing clinical reasoning to develop a personalized nursing plan of care for acutely ill adult patients.
3. Utilize interprofessional collaboration and communication within teams to improve healthcare outcomes.
4. Employ evidence-based approaches to improve health outcomes and optimize wellness and recovery of acutely ill adult patients.
5. Evaluate healthcare outcomes of patients with common acute illnesses or injury using data from multiple relevant sources.
6. Demonstrate safe, cost effective, quality care in the delivery of personalized nursing care to adult patients with acute conditions.

COURSE SCHEDULE

 Section Instructor Day Time Room

 35C0 Aul Wed 1:00-3:00pm G316

 35C1 Bagnall Thurs 1:00-3:300pm 6120

 35C2 Ferguson Thurs 10:30am-12:30pm 1101

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.

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

Simulated clinical practice

Supervised clinical practice experiences

Seminar/debriefing

LEARNING ACTIVITIES

Participation in small group activities and class discussion

Assigned readings

Clinical practice (simulated and instructor supervised)

EVALUATION METHODS/COURSE GRADE CALCULATION

Exams (4 @ 17.5% each) 70%

HESI Case Studies 10%

Student Patient Education Presentation 5%

Participation (includes pre-work) 15%

Total 100%

Clinical practice performance S/U

STUDENT PATIENT EDUCATION PRESENTATION

Students will be assigned a topic and due date in the first week of class.

EXAM AVERAGE

Students must have an average unit exam score greater or equal to 74% in order to pass the course. Students must achieve an average of 74% on the exams BEFORE the remaining assignment percentages are calculated into the final course grade.

GRADE ROUNDING

No grades will be rounded including the final exam averages and final course grade.

Course exams will be given in weeks 4, 7, 13 and 16 based on content presented or assigned previously (non-cumulative). No comprehensive final exam will be given during final exam week.

Clinical performance (S/U) Satisfactory performance on all clinical and laboratory experiences is required to receive a passing grade for this course. Putting Families First seminars and home visits are mandatory and will be graded as clinical experiences. 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.

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 courses 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 class 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 will be assigned. Students may not opt out of any exams.

Students will be required to make up acceptable absence (see above) from the clinical or laboratory setting. Prior notification of clinical instructor (if at all possible) is an expected standard of professional behavior. Any absences from the clinical or laboratory setting with notice or prior approval of instructor for the reasons noted above will be counted 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.

# LATE ASSIGNMENT AND MAKE UP POLICY

Late assignments will not be accepted; there are no makeup assignments. If there are extenuating circumstances, contact your section instructor. 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>

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.

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/process/student-conduct-honor-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://nursing.ufl.edu/students-2/student-policies-and-handbooks/course-policies/>

Attendance

UF Grading Policy

Accommodations due to Disability

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Student Use of Social Media

Faculty Evaluations

* 1. “Students in this class are participating in a pilot evaluation of a new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF’s CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, or in their Canvas course menu under GatorEvals. Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at [https://evaluations.ufl.edu](https://evaluations.ufl.edu/) . Thank you for serving as a partner in this important effort.”

DISABILITY STATEMENT

Students who wish to obtain individual accommodations due to special learning needs must register with the University of Florida Disability Resources Center (DRC) **at the beginning of each semester**. Accommodations are not retroactive, therefore, students should contact the DRC at the beginning of each semester in the term for which they are seeking accommodations. The DRC may be contacted at 352-392-8565 so that appropriate accommodations may be made.  **Individual accommodations require time for the Disability Resources Center (DRC) to approve and the faculty to respond to any special learning needs**.  **Each semester**, it is the students’ responsibility to notify all their faculty of any special accommodations **once approval by the DRC for special accommodations has been made**.  <https://drc.dso.ufl.edu/>

REQUIRED TEXTBOOKS

**Ackley, B., & Ladwig, G. (2016). *Nursing diagnosis handbook: An evidence-based guide to planning care* (11th ed.). St. Louis: Mosby/Elsevier.**

HESI. (2017). *Comprehensive review for the NCLEX-RN examination* (5th ed.). St. Louis,

 Missouri: Elsevier.

Hoffman J. J. & Sullivan N. J. (Eds.). (2017). *Medical surgical nursing: Making connections to practice*. Philadelphia: F.A. Davis

Silvestri, L.A. (2017). *Saunders comprehensive review for the NCLEX-RN examination*

 (7th ed.). St. Louis, MO: Saunders.

Treas L. S., Wilkinson, J. M., Barnett, K. L., & Smith, M. H. (2018). *Basic nursing: Thinking, doing, and caring* (2nd ed.). Philadelphia: F. A. Davis

Top Hat will be used in this course; therefore, purchase of this product is required.

**CLASS SCHEDULE**

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| **Dates & Location**  | **Unit** | **Week/Module** | **Topic** | **Program Outcomes** |
| **Jan. 9/10**Jan. 9 (Aul) 1:00-3pm Location: G316Jan. 10 (Bagnall) 1:00-3pm Location: 6120Jan. 10 (Ferguson) 10:30- 12:30pm Location: 1101 | Unit 1 | Module 1, 2 | **Acute Endocrine Disorders** | **2, 3, 5, 9, 10, 11** |
| **Jan. 16/17**Jan. 16 (Aul) 1:00-3pm Location: G316Jan. 17 (Bagnall) 1:00-3pm Location: 6120Jan. 17 (Ferguson) 10:30- 12:30pm Location: 1101 | Unit 1 | Module 3, 4 | **Acute Endocrine Disorders** | **2, 3, 5, 9, 10, 11** |
| **Jan. 23/24**Jan. 23 (Aul) 1:00-3pm Location: G316Jan. 24 (Bagnall) 1:00-3pm Location: 6120Jan. 24 (Ferguson) 10:30- 12:30pm Location: 1101 | Unit 2 | Module 1 | **Acute Neurological and Musculoskeletal Disorders** | **2, 3, 5, 9, 10, 11** |
| **Dates & Location** | **Unit** | **Week/Module** | **Topic** | **Program Outcomes** |
| **Jan. 30/31**Jan. 30 (Aul) 1:00-3pm Location: G316Jan. 31 (Bagnall) 1:00-3pm Location: 6120Jan. 31 (Ferguson) 10:30- 12:30pm Location: 1101 | Unit 2 | Module 2 | **Acute Neurological and Musculoskeletal Disorders** | **2, 3, 5, 9, 10, 11** |
| **Feb. 1*** 0830 HPNP Auditorium
 |  |  | **Exam for Unit 1 and 2** |  |
| **Feb. 6/7**Feb. 6 (Aul) 1:00-3pmLocation: G316Feb. 7 (Bagnall) 1:00-3pmLocation: 6120Feb 7. (Ferguson) 10:30- 12:30pm Location: 1101 | Unit 3 | Module  | **Acute Gastrointestinal Disorders** | **2, 3, 5, 9, 10, 11** |
| **Feb. 13/14**Feb. 13 (Aul) 1:00-3pm Location: G316Feb. 14 (Bagnall) 1:00-3pm Location: 6120Feb. 14 (Ferguson) 10:30- 12:30pm Location: 1101**Dates & Locations** | Unit 3**Unit** | Module**Week/Module** | **Acute Gastrointestinal Disorders****Topic** | **2, 3, 5, 9, 10, 11****Program Outcomes** |
| **Feb. 20/21**Feb. 20 (Aul) 1:00-3pm Location: G316Feb. 21 (Bagnall) 1:00-3pm Location: 6120Feb. 21 (Ferguson) 10:30- 12:30pm Location: 1101 | Unit 4 | Module 1 | **Acute Cardiovascular Disorders** | **2, 3, 5, 9, 10, 11** |
| **Feb 22*** 0830 HPNP Auditorium
 |  |  | **Exam for Unit 3 & 1st week of Unit 4** |  |
| **Feb. 27/28**Feb. 27 (Aul) 1:00-3pm Location: G316Feb. 28 (Bagnall) 1:00-3pm Location: 6120Feb. 28 (Ferguson) 10:30- 12:30pm Location: 1101 | Unit 4 | Module 2 | **Acute Cardiovascular Disorders**  | **2, 3, 5, 9, 10, 11** |
| **Spring Break** |  |  | **March 4-9** |  |
| **Mar. 13/14**Mar. 13 (Aul) 1:00-3pm Location: G316Mar. 14 (Bagnall) 1:00-3pm Location: 6120Mar. 14 (Ferguson) 10:30- 12:30pm Location: 1101 | Unit 5 | Module 1 | **Acute Pulmonary Disorders** | **2, 3, 5, 9, 10, 11** |
| **Dates & Location** | **Unit** | **Week/Module** | **Topic** | **Program Outcomes** |
| **Mar. 20/21**Mar. 20 (Aul) 1:00-3pm Location: G316Mar. 21 (Bagnall) 1:00-3pm Location: 6120Mar. 21 (Ferguson) 10:30- 12:30pm  Location: 1101 | Unit 5 | Module | **Acute Pulmonary Disorders** | **2, 3, 5, 9, 10, 11** |
| **Mar. 27/28**Mar. 27 (Aul) 1:00-3pm Location: G316Mar. 28 (Bagnall) 1:00-3pm Location: 6120Mar. 28 (Ferguson) 10:30- 12:30pm Location: 1101 | Unit 6 | Module 1  | **Pre and Post Operative Care** | **2, 3, 5, 9, 10, 11** |
| **Apr. 3/4**Apr. 3 (Aul) 1:00-3pmLocation: G316Apr. 4 (Bagnall) 1:00-3pmLocation: 6120Apr. 4 (Ferguson) 10:30- 12:30pm  Location: 1101 | Unit 7 | Module 1 | **Acute Immunology/Hematology Disorders** | **2, 3, 5, 9, 10, 11** |
| **Apr. 5*** 0830 HPNP Auditorium
 |  |  | **Exam for 2nd week of Unit 4, Units 5 & 6**  |  |
| **Dates & Location** | **Unit** | **Week/Module** | **Topic** | **Program Outcomes** |
| **Apr. 10/11**Apr. 10 (Aul) 1:00-3pm Location: G316Apr. 11 (Bagnall) 1:00-3pm Location: 6120Apr. 11 (Ferguson) 10:30- 12:30pm  Location: 1101 | Unit 8 | Module 1, 2, 3 | **Acute Genitourinary Disorders** | **2, 3, 5, 9, 10, 11** |
| **Apr. 17/18**Apr. 17 (Aul) 1:00-3pm Location: G316Apr. 18 (Bagnall) 1:00-3pm Location: 6120Apr. 18 (Ferguson) 10:30- 12:30pm  Location: 1101 | Unit 8 | Module 4, 5, 6, 7 | **Acute Genitourinary Disorders** | **2, 3, 5, 9, 10, 11** |
| **Apr. 25/26** |  |  | **Reading Days** |  |
| **Apr 29*** 0830 HPNP Auditorium
 |  |  | **Exam for Unit 7 & 8**  |  |

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: | 02/1802/1803/18 |