UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

SPRING 2019

COURSE NUMBER NUR 4748

COURSE TITLE Systems of Care 4: Multi-system Care

CREDITS 3

# PLACEMENT BSN Program: 4th Semester Upper Division

PREREQUISITE NUR 4739 Systems of Care 3: Restoration of Wellness

# FACULTY

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COURSE DESCRIPTION The purpose of this course is to examine multi-system alterations in equilibrium across the lifespan. Emphasis is on identification of principles from the science of nursing used to support safe and effective management of clients with multi-system illnesses in a variety of settings. Focus is on synthesis of knowledge from multiple sources to influence client-centered outcomes.

COURSE OBJECTIVE Upon completion of this course, the student will

1. Evaluate the healthcare needs of clients with multi-system alterations in equilibrium across the lifespan.
2. Synthesize relevant knowledge from multiple sources in development of plans of care for clients with multi-system alterations.
3. Generate plans of care to facilitate individual and family transition to end of life.
4. Justify interprofessional plans of care to achieve optimal healthcare outcomes.
5. Establish priorities for interventions with clients having multi-system illness.

COURSE SCHEDULE

Section 02BD Huffman/Citty - Thursday 9:30am-4:00pm MSB Aud. (\*1102 on 2/7)

Section 028G Peters - Wednesday 8:00am-2:30pm C1-3 (\*G101 on 1/30)

Section 35C6 Peters - Thursday 8:00am-2:30pm CG-67/CG68

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. Subject presentation dates and content are subject to change to facilitate learning. Course websites are generally made available on the Friday before the first day of classes.

TOPICAL OUTLINE

I. General Approach:

 Use of the problem solving process to develop interdisciplinary plans of care for patients with multisystem illness.

1. Synthesis of concepts and application to exemplars across settings and across the lifespan
2. Nursing interventions are actions that address nursing problems and are based on evidence based guidelines and standards of care

II. Exemplars include:

1. Older adult who is critically ill with COPD developing behavioral changes associated with dementia and delirium.
2. Older adult in long term care who develops a urinary tract infection and admitted to acute care with sepsis.
3. Older adult with history of polypharmacy falls at home and has a fractured hip and receives care across settings.
4. Young adult with HIV and care across settings.
5. Fifty year old male with cardiac failure who received transplantation.
6. Young adults with eating disorders.
7. Critically ill child with Burns .
8. Woman with breast cancer who is a victim of domestic violence.
9. Family with multi trauma from a motor vehicle accident.
10. Middle-age worker who has diabetes and substance dependence.
11. Veteran with a traumatic brain injury and post traumatic stress disorder

TEACHING METHODS

Lecture, group discussion, case presentation, web-based activities, and exemplars

LEARNING ACTIVITIES

Participation in class, case analysis, projects, and web-based assignment

EVALUATION METHODS/ COURSE GRADE CALCULATION

Exam 1 – February 1st 20%

Exam 2 – March 1st  20%

HESI comprehensive exam – TBA 20%

Team-Based Learning Presentations 10%

Ticket to Class NCLEX Quizzes (Canvas) 10%

Class Activities/Top-Hat Participation 20%

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Total: 100%

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.

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

LATE ASSIGNMENTS

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 approved in advance by your instructor.

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 <http://www.dso.ufl.edu/students.php>. 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

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

Lewis, S.L., Bucher, L., Heitkemper, M.M., Harding, M.M., Kwong, J., & Roberts, D. (2017). Medical-Surgical nursing: Assessment and management of clinical problems (10th ed.). St. Louis, Mo: Elsevier.

Silvestri, L.A. (2017). Saunders comprehensive review for the NCLEX-RN examination. (7th ed.). St. Louis, MO: Saunders.

Townsend, M. C. (2016). Essentials of psychiatric mental health nursing: Concepts of care in evidence-based practice (7thed.). FA Davis.

Top Hat subscription - <https://tophat.com/> (You will need to enter user code sent by Top Hat). You may have other courses using Top Hat: There is a $24.00 fee per semester NOT per class to purchase the Top Hat app.

WEEKLY CLASS SCHEDULE

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| DATE | TOPIC | READINGS (TO BE COMPLETED BEFORE CLASS) | ASSIGNMENT DUE BEFORE CLASS | FACULTY |
| Week 1 | Orientation – Review syllabi, team-based learning, presentationsHESI examination2017 NCLEX test planWorking as a teamSafety & Mobility: Polypharmacy/Falls/Fractures/Orthopedic | HESI text read chapters 1 through 4Readings & Resources on CanvasLewis ch. 62 – musculoskeletal trauma and orthopedic surgerySaunders NCLEX MusculoskeletalCh. 64Ch. 65 medsCh. 43 peds | Do readings, review syllabus | Huffman or Peters |
| Week 2  | Infection: Sepsis, shock, MODS,Fluid/Electrolyte balance and acid-base balanceSkin Integrity & Regulation & Comfort: BurnsCritically Ill child with Burns | Readings & Resources on CanvasLewis ch. 16 – fluid and electrolyte and acid-base balanceLewis Ch. 66 – shock, sepsis, MODSSaunders NCLEXCh. 8 F&ECh. 9 A/BCh. 10 labs & VS Lewis ch. 24 - burnsSaunders NCLEX Ch. 33 integ pedsCh. 46 integ Ch. 47 integ meds | Ticket to Class NCLEX Quiz (Canvas) | Huffman or Peters |
| Week 3 | Tissue Perfusion: Cardiac/CHF including pedsPreop, Intra op and Post op care Heart transplant Heart Failure/ Cardiac disorders Oxygenation & Gas Exchange: COPD, Asthma, | Readings & Resources on CanvasLewis ch. 33 – CAD and ACS, Lewis ch. 34 – heart failureSaunders NCLEX CardiacCh. 40 peds cardCh. 56 cardiacCh. 57 card meds Lewis ch. 28 – obstructive pulmonary diseaseSaunders NCLEX Respiratory System Ch. 39 peds respCh. 54 respCh. 55 resp meds | Ticket to Class NCLEX Quiz (Canvas) | Huffman orPeters |
| Week 4 | Neurological DisordersAcute intracranial problems, stroke, chronic neuroSelected Renal ProblemsAcute Kidney InjuryChronic Kidney DiseaseUTI | Readings & Resources on CanvasLewis ch. 56 – acute intracranial problems,Lewis ch. 57 - Stroke,Lewis ch. 58 – Chronic neuro problemsSaunders NCLEX Neuro Disorders Ch. 62, Ch. 63 Neuro meds Lewis ch. 45 – renal and urologic problems Lewis ch. 46 – acute kidney injury and chronic kidney diseaseSaunders NCLEXCh. 41 peds renalCh. 58 renalCh. 59 renal meds | Ticket to Class NCLEX Quiz (Canvas) | Huffman orPeters |
| Exam 1 February 1st HPNP Auditorium  | Exam 1 from Weeks 1-4 content |  |  |  |
| Week 5 | Mental Health: Domestic Violence, Anxiety, Depression, PTSDAddiction and substance abuseInfection & Immunity: HIV/AIDSChronic IllnessSTD’s | Readings & Resources on CanvasLewis Ch 10 – substance use disorderSaunders NCLEX psych disordersCh.68 MHCh. 69 MH dxCh. 72 MH meds Lewis ch. 5 – chronic illness and older adults, Lewis ch. 14 – infection and HIV, Lewis ch. 52- Sexually transmitted infectionsSaunders NCLEXCh. 44 peds immCh. 66 immuneCh. 67 immune meds | Ticket to Class NCLEX Quiz (Canvas) | Citty or Peters |
| Week 6 | Regulatory MechanismsEndocrineBreast DisordersEating Disorders, Nutrition Obesity | Readings & Resources on Canvas Lewis ch. 48 – diabetes mellitus, Lewis ch. 49 – endocrine problems, Lewis ch. 51 Breast disorders Saunders NCLEXCh. 36 peds endoCh. 50 endo Ch. 51 endo medLewis ch. 39 – nutritional problems,Lewis ch. 40 - obesity  | Ticket to Class NCLEX Quiz (Canvas) | Citty or Peters |
| Week 7 | Nursing Care and Critical Thinking Applications for Patients with Dysrhythmias Respiratory Failure, ARDS Emergency, Terror, Disaster,Multi-System Trauma,Critical Care | Saunders NCLEX ECG & CardiacDysrhythmias Lewis ch. 35 – dysrhythmias Lewis ch. 67 – ARDS and ARFLewis ch. 68 – emergency & disaster nursing Lewis ch. 62 MS traumaLewis ch. 65 - Critical Care  | Ticket to Class NCLEX Quiz (Canvas) | Citty or Peters |
| Week 8 | End of Life & Palliative Care & SpiritualityPain | Readings & Resources on CanvasHESI text death & griefLewis ch. 8 - PainLewis ch. 9 – palliative care at EOLSaunders NCLEXCh. 5 cultureCh. 6 ethicsCh. 71 crisis | Ticket to Class NCLEX Quiz (Canvas) | Citty or Peters |
| Exam 2 March 1st 1:00pm HPNP Auditorium  | Exam 2 from Weeks 5-8 Content  |  |  |  |
| HESI Exam  | TBA Location/Time/Date |  |  |  |

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| Approved: | Academic Affairs Committee:General Faculty:UF Curriculum Committee: | 09/09; 02/1209/09; 03/1210/09; 04/12 |