Cover Sheet: Request 12181

NUR3XXXC Principles of Personalized Nursing Care 1

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Cecile Kiley ckiley@ufl.edu
Created	12/19/2017 11:35:52 AM
Updated	12/20/2017 12:54:17 PM
Description of request	This is an upper division first semester course in the nursing undergraduate program. This new course is part of the redevelopment of our undergraduate program.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	NUR - Nursing 313101000	Cecile Kiley		12/20/2017
Current Clinical Evaluation Tool - Sample.docx					12/19/2017
College	Approved	NUR - College of Nursing	Cecile Kiley		12/20/2017
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			12/20/2017
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 12181

Info

Request: NUR3XXXC Principles of Personalized Nursing Care 1
Description of request: This is an upper division first semester course in the nursing undergraduate program. This new course is part of the redevelopment of our undergraduate program.
Submitter: Cecile Kiley ckiley@ufl.edu
Created: 12/19/2017 11:31:04 AM
Form version: 1

Responses

Recommended PrefixNUR
Course Level 3
Number XXX
Category of Instruction Intermediate
Lab Code C
Course Title Principles of Personalized Nursing Care 1
Transcript TitlePNCPL PSNL NSG CARE 1
Degree Type Baccalaureate

Delivery Method(s)4637On-Campus
Co-Listing No
Co-Listing Explanation Not applicable
Effective Term Fall
Effective Year2018
Rotating Topic?No
Repeatable Credit?No

Amount of Credit6

S/U Only?No
Contact Type Regularly Scheduled
Weekly Contact Hours 6
Course Description This course provides a foundation of personalized nursing care in individuals across the lifespan. Emphasis is on integrating and applying multiple dimensions of cultural and social determinants of health. The focus is on evidence-based, safe, quality care, and achievement of optimal patient outcomes using the nursing process.
Prerequisites Admission to the Nursing Program
Co-requisites None
Rationale and Placement in Curriculum This is an upper division first semester course in the nursing undergraduate program. This new course is part of the redevelopment of our undergraduate program.
Course Objectives 1. Apply cultural humility and principles of therapeutic intra/interpersonal communication to provide personalized nursing care.
2.   Utilize assessment data, including patient self-assessment, to identify potential risks and shared care goals.
3.   Utilize the nursing process to construct personalized healthcare plans that integrate measurement of progress towards therapeutic goals.
4.   Articulate how quality, safety and compassionate nursing care can be improved through collaboration and involvement of patients and families to achieve optimal health outcomes.
5.   Demonstrate knowledge of informatics as a basis for delivery and documentation of personalized nursing care.
6.   Demonstrate safe and effective foundational principles and clinical skills in the delivery of personalized nursing care.

Course Textbook(s) and/or Other Assigned Reading Potter, P.A., Perry, A.G., Stockert, P.A., & Hall, A.M. (2017). Fundamentals of Nursing (9th ed.). St. Louis: Elsevier/Mosby.

Ackley, B., Ladwig, G., & Makic, M.B.F. (2016). Nursing Diagnosis Handbook (11th ed.). St. Louis: Elsevier/Mosby.

Weekly Schedule of Topics Weeks 1-3
FOUNDATIONS OF PERSONALIZED CARE:
Dimensions of personalized health care
Social determinants of health in diverse groups of individuals
Using the nursing process to design evidence based care to promote quality, cost effective, and safe care

Weeks 4-6
ASSESSMENT & DIAGNOSIS:
Using therapeutic communication skills to elicit perceived health care needs for selected exemplars
Risk assessment in diverse groups of individuals
Interpreting assessment data for care planning for selected exemplars

Weeks 7-9
PERSONALIZED PATIENT CARE PLANNING:
Using therapeutic communication skills to elicit expectations of diverse groups of individuals in goal setting
Using assessment data to prioritize care needs for decision-making for selected exemplars
Evidence based care plan construction for selected exemplars

Weeks 10-12
CARE IMPLEMENTATION STRATEGIES:
Mitigating risk factors in personalized care delivery for selected exemplars
Using therapeutic communication skills to motivate and empower diverse groups of individuals
Safe and effective clinical skills in personalized care delivery

Weeks 13-15
MONITORING THE IMPACT OF CARE:
Using communication skills to relay the impact of care delivery to the collaborative care team
Using communication skills to relay the impact of care delivery to the collaborative care team
Selecting relevant outcome indicators (e.g. safety, quality, cost) to assess achievement of shared care goals for selected exemplars
Using information technology for accurate, effective documentation of care delivery and outcomes

Links and 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
Faculty Evaluations
Student Use of Social Media

Grading Scheme Exams		45%
Comprehensive final exam	30%	
Written assignments	25%	
	100%	

A sample of a current clinical evaluation tool is attached. Once the course is approved the faculty will develop a clinical evaluation tool for this course.

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

Instructor(s) To Be Determined

Evaluation Form
University of Florida
College of Nursing
Bachelor of Science in Nursing (BSN)

Student_____	
Faculty _____	
Semester_____	

NUR 3138C: Clinical Practice 1: Wellness Promotion and Illness Prevention

Evaluation: A student must receive a rating of satisfactory (S) performance in each of the categories by completion of the semester in order to receive a passing grade for the course. A rating of less than satisfactory in any of the categories will constitute an unsatisfactory grade (U) for the course.	Progression Date:_____ Initial:_____	Final Date:_____ Initial:_____

	Areas of Evaluation	S	U	S	U
Program Objective: 1. Integrate knowledge, skills, and values derived from a solid base in liberal education to deliver quality care to individuals and groups across the life span and across healthcare environments. Course Objective: 1. Apply concepts of wellness promotion and disease, injury, and disability prevention with selected individuals.	**THEORY** ▪ Relate knowledge base to client care across the lifespan ✓ Anatomy & physiology ✓ Microbiology ✓ Human growth & development ✓ Nutrition ✓ Statistics ✓ Social or behavioral science ✓ Physical or biological science ✓ Genetics	□	□	□	□

	Areas of Evaluation	S	U	S	U

Program Objective:
1. Integrate knowledge, skills, and values derived from a solid base in liberal education to deliver quality care to individuals and groups across the life span and across healthcare environments.
2. Provide leadership in the delivery of safe, high quality healthcare to diverse individuals and groups across the lifespan and across healthcare environments.
 	
Course Objective:
1. Apply concepts of wellness promotion and disease, injury, and disability prevention with selected individuals.
5. Assess environmental factors that influence the healthcare needs and preferences of individuals as members of families.
	CLIENT-CENTERED CARE
	
	Assess
	▪ Collect relevant subjective and objective data
	▪ Assess each subsystem
	  ✓ Affective
	  ✓ Biological
	  ✓ Cognitive
	▪ Assess environment and safety
	▪ Assess fluid balance
	▪ Organize data using the functional health patterns (FHP)
		□	□	□	□

2

Areas of Evaluation	S	U	S	U
Analyze • Cluster data into identifying categories • Examine data relationships and patterns • Identify realistic nursing problems	□	□	□	□
Plan • State realistic short and long term goals for client • Relate goals to identified nursing problems • Plan client-centered nursing interventions	□	□	□	□
Implement • Provide safe client-centered care across the lifespan • Promotes wellness and risk reduction • Perform basic nursing assessment and care • Adheres to infection control and standard precautions	□	□	□	□
Evaluate • Monitor client outcomes • Use evaluative criteria for measurement of progress in each client subsystem • Suggest changes to plan of care and revise according to functional health pattern	□	□	□	□

	Areas of Evaluation	S	U	S	U
Program Objective: 7. Utilize wellness promotion and illness prevention strategies with individuals and groups to improve population health outcomes across the lifespan. Course Objective: 1. Apply concepts of wellness promotion and disease, injury, and disability prevention with selected individuals. 3. Apply primary, secondary, and tertiary preventions strategies. 5. Assess environmental factors that influence the healthcare needs and preferences of individuals as members of families. 6. Utilize principles of health teaching and counseling with clients. 7. Utilize scientific principles in the demonstration of selected psychomotor skills.	**WELLNESS PROMOTION & ILLNESS PREVENTION** • Identify risk factors for specific diseases • Assess the physical and social environments influence on wellness and access to healthcare • Apply wellness promotion and disease prevention strategies in selected settings-primary prevention • Participate in screening activities in selected settings-secondary prevention • Provide health teaching and counseling in selected settings-primary, secondary and tertiary prevention • Successfully demonstrate selected psychomotor skills • Identify scientific principles that relate to selected psychomotor skills	□	□	□	□

	Areas of Evaluation	S	U	S	U
Program Objective: 6. Communicate and collaborate as members of interprofessional teams to deliver safe, high quality healthcare Course Objective: 2. Utilize therapeutic communication techniques.	**COMMUNICATION & COLLABORATION** ▪ Address clients and families in a respectful manner ▪ Adapt communication to the needs of clients and families ▪ Validate communication with client and team members ▪ Engages as a team member in 　✓ Laboratory, clinical, and community settings 　✓ Interdisciplinary Family Health (IFH) ▪ Communicates effectively with staff and other community resource individuals ▪ Prepare for and participate in seminar	□	□	□	□
Program Objective: 1. Integrate knowledge, skills, and values derived from a solid base in liberal education to deliver quality care to individuals and groups across the life span and across healthcare environments. 8. Integrate professional values in the delivery of safe, culturally-sensitive care to clients across the lifespan. Course Objective: 5. Assess environmental factors that influence the healthcare needs and preferences of individuals as members of families.	**DIVERSITY** • Provide culturally-sensitive care • Provide non-judgmental care in a variety of settings • Collaborates for Windshield Assessment • Completes IFH assessments	□	□	□	□

	Areas of Evaluation	S	U	S	U
Program Objective: 2. Provide leadership in the delivery of safe, high quality healthcare to diverse individuals and groups across the lifespan and across healthcare environments. 8. Integrate professional values in the delivery of safe, culturally-sensitive care to clients across the lifespan. Course Objective: 4. Utilize principles of privacy and confidentiality in the interaction with clients.	**SAFETY** • Identify potential hazards for clients across the lifespan • Recognize and correct safety errors when noted • Complete required safety modules for IFH • Maintains HIPAA Privacy Rule standards	□	□	□	□
Program Objective: 3. Utilize current evidence to improve healthcare outcomes for clients. Course Objective: 6. Utilize principles of health teaching and counseling with clients.	**EVIDENCE-BASED PRACTICE** ▪ Anticipate consequences of basic nursing interventions ▪ Adapt nursing care as client's health condition changes with guidance ▪ Relate content from nursing curriculum to various clinical settings ▪ Anticipate factors that impede effectiveness of treatment plan across the lifespan	□	□	□	□
Program Objective: 8. Integrate professional values in the delivery of safe, culturally-sensitive care to clients across the lifespan.	**PROFESSIONALISM** ▪ Accountable for own actions ▪ Accountable for attendance and punctuality ▪ Accountable for professional appearance and conduct ▪ Responsible for integration of previous learning ▪ Initiate the seeking of new information when needed ▪ Critique behavior to identify strengths and areas requiring more learning goals ▪ Accept constructive criticism and modify behavior accordingly ▪ Develop personal goals for professional role ▪ Differentiates personal values from professional values	□	□	□	□

Progress Evaluation by Faculty

<u>COMMUNITY SETTING</u>

Faculty: _____

Date/Comments:

    ☐   Meets Expectations

    ☐   Needs Improvement

Signatures:

Faculty_____

Student_____

Date_____

ACUTE CARE SETTING

Faculty: _____

Date/Comments:

☐   Meets Expectations

☐   Needs Improvement

Signatures:

Faculty_____ _____

Student_____

Date_____

LABORATORY SETTING

☐   Meets Expectations

☐   Needs Improvement

SEMINAR SETTING

☐   Meets Expectations

☐   Needs Improvement

INTERDISCIPLINARY FAMILY HEALTH (IFH)

☐   Meets Expectations

☐   Needs Improvement

☐   Not Applicable

ATTAC-IT

☐   Meets Expectations

☐   Needs Improvement

☐   Not Applicable

DIDACTIC

☐   Average 74% or Above

☐   Average Unsatisfactory

Mid-term Evaluation: **Mid-term Progress Satisfactory?**   ☐Yes ☐No

Identified Strengths: _____   Specific Areas needing Improvement: _____   How this will be accomplished: _____

_____   _____   _____
_____   _____   _____
_____   _____   _____

Comments:

Signatures:
    Faculty _____   Date _____
    Student _____   Date _____

Final Evaluation: Final Grade: ☐SATISFACTORY   ☐UNSATISFACTORY

Comments:

Signatures:
    Faculty _____   Date _____
    Student _____   Date _____

AAC: reviewed & approved 6/12, reviewed 8/10, editorial changes reviewed 10/11