Cover Sheet: Request 12323

NUR3XXXC Clinical Reasoning and Personalized Nursing Care: Adult Acute Conditions

Info

<table>
<thead>
<tr>
<th>Process</th>
<th>Course</th>
<th>New</th>
<th>Ugrad/Pro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Pending at PV - University Curriculum Committee (UCC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submitter</td>
<td>Cecile Kiley <a href="mailto:ckiley@ufl.edu">ckiley@ufl.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Created</td>
<td>2/19/2018 11:48:55 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Updated</td>
<td>2/19/2018 5:29:09 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of request</td>
<td>This is an upper division second semester course in the nursing undergraduate program. This new course is part of the redevelopment of our undergraduate program.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Actions

<table>
<thead>
<tr>
<th>Step</th>
<th>Status</th>
<th>Group</th>
<th>User</th>
<th>Comment</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Approved</td>
<td>NUR - Nursing 313101000</td>
<td>Anna McDaniel</td>
<td></td>
<td>2/19/2018</td>
</tr>
<tr>
<td>Current Clinical Evaluation Tool - Sample.docx</td>
<td></td>
<td>PV - University Curriculum Committee (UCC)</td>
<td></td>
<td></td>
<td>2/19/2018</td>
</tr>
<tr>
<td>College</td>
<td>Approved</td>
<td>NUR - College of Nursing</td>
<td>Anna McDaniel</td>
<td></td>
<td>2/19/2018</td>
</tr>
<tr>
<td>University Curriculum Committee</td>
<td>Pending</td>
<td>PV - University Curriculum Committee (UCC)</td>
<td></td>
<td></td>
<td>2/19/2018</td>
</tr>
<tr>
<td>Statewide Course Numbering System</td>
<td></td>
<td>PV - University Curriculum Committee (UCC)</td>
<td></td>
<td></td>
<td>2/19/2018</td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td></td>
<td>PV - University Curriculum Committee (UCC)</td>
<td></td>
<td></td>
<td>2/19/2018</td>
</tr>
<tr>
<td>Student Academic Support System</td>
<td></td>
<td>PV - University Curriculum Committee (UCC)</td>
<td></td>
<td></td>
<td>2/19/2018</td>
</tr>
<tr>
<td>Catalog</td>
<td></td>
<td>PV - University Curriculum Committee (UCC)</td>
<td></td>
<td></td>
<td>2/19/2018</td>
</tr>
<tr>
<td>College Notified</td>
<td></td>
<td>PV - University Curriculum Committee (UCC)</td>
<td></td>
<td></td>
<td>2/19/2018</td>
</tr>
</tbody>
</table>

No document changes
Course|New for request 12323

Info

Request: NUR3XXXC Clinical Reasoning and Personalized Nursing Care: Adult Acute Conditions
Description of request: This is an upper division second 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: 2/19/2018 11:42:50 AM
Form version: 1

Responses

Recommended Prefix NUR
Course Level 3
Number XXX
Category of Instruction Intermediate
Lab Code C
Course Title Clinical Reasoning and Personalized Nursing Care: Adult Acute Conditions
Transcript Title CLNCL RSN&CARE AD ACT
Degree Type Baccalaureate

Delivery Method(s) On-Campus
Co-Listing No
Co-Listing Explanation Not applicable
Effective Term Spring
Effective Year 2019
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 4

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 4

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.

Prerequisites NUR 3106 Lead and Inspire 1: Professional Nursing Practice
NUR 3066C Clinical Reasoning Health Assessment
NUR 3XXX Pathophysiology/Pharmacology in Nursing 1
NUR 3737C Principles of Personalized Nursing Care 1

Co-requisites None

Rationale and Placement in Curriculum This is an upper division second semester course in the nursing undergraduate program. This new course is part of the redevelopment of our undergraduate program.

Course Objectives 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 Textbook(s) and/or Other Assigned Reading**  
**REQUIRED TEXTBOOKS**  


**Weekly Schedule of Topics**  
**DATE**  
**TOPIC**  
Weeks 1-2  
Nursing care of patients with acute Neurological Disorders  
Weeks 3-5  
Nursing care of patients with acute Cardiovascular Disorders  
Weeks 6-8  
Nursing care of patients with acute Pulmonary Disorders  
Nursing care of patients with Pre-and Postoperative issues  
Weeks 9-10  
Nursing care of patients with acute Gastrointestinal Disorders  
Nursing care of patients with acute Genitourinary Disorders  
Weeks 11-12  
Nursing care of patients with acute Endocrine Disorders  
Nursing care of patients with acute Musculoskeletal Disorders  
Weeks 13-14  
Nursing care of patients with acute Immunology/Hematology Disorders

**Links and Policies** Please see the College of Nursing website for a full explanation of each of the following policies - [http://nursing.ufl.edu/students/student-policies-and-handbooks/course-policies/](http://nursing.ufl.edu/students/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 40%  
Final exam (cumulative)  
30%  
Quizzes  
30%  
Total  
100%  

**Clinical Practice/Simulation**

**S/U**

Satisfactory clinical/simulation performance according to the clinical evaluation tool. Must demonstrate satisfactory achievement on all individual evaluation components to receive a passing grade in the course.

Students must earn a minimum of both an S in clinical practice and a “C” cumulative exam average to
pass the course.

Instructor(s) To Be Determined
**Evaluation Form**  
**University of Florida**  
**College of Nursing**  
**Bachelor of Science in Nursing (BSN)**

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

<table>
<thead>
<tr>
<th><strong>Program Objective:</strong></th>
<th><strong>Course Objective:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1. Apply concepts of wellness promotion and disease, injury, and disability prevention with selected individuals.</td>
</tr>
</tbody>
</table>

**Areas of Evaluation**

<table>
<thead>
<tr>
<th><strong>THEORY</strong></th>
<th><strong>S</strong></th>
<th><strong>U</strong></th>
<th><strong>S</strong></th>
<th><strong>U</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Relate knowledge base to client care across the lifespan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Anatomy &amp; physiology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Microbiology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Human growth &amp; development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Nutrition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Statistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Social or behavioral science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Physical or biological science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Genetics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th><strong>Progression</strong></th>
<th><strong>Final</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:___________</td>
<td>Date:_________</td>
</tr>
<tr>
<td>Initial:_________</td>
<td>Initial:_________</td>
</tr>
</tbody>
</table>
**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)

<table>
<thead>
<tr>
<th>Areas of Evaluation</th>
<th>S</th>
<th>U</th>
<th>S</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

□ □ □ □
### Areas of Evaluation

<table>
<thead>
<tr>
<th>Analyze</th>
<th>S</th>
<th>U</th>
<th>S</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster data into identifying categories</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examine data relationships and patterns</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify realistic nursing problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan</th>
<th>S</th>
<th>U</th>
<th>S</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>State realistic short and long term goals for client</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relate goals to identified nursing problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan client-centered nursing interventions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implement</th>
<th>S</th>
<th>U</th>
<th>S</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide safe client-centered care across the lifespan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotes wellness and risk reduction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform basic nursing assessment and care</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adheres to infection control and standard precautions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluate</th>
<th>S</th>
<th>U</th>
<th>S</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor client outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use evaluative criteria for measurement of progress in each client subsystem</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suggest changes to plan of care and revise according to functional health pattern</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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.
2. Apply primary, secondary, and tertiary prevention strategies.
3. Assess environmental factors that influence the healthcare needs and preferences of individuals as members of families.
4. Utilize principles of health teaching and counseling with clients.
5. 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
<table>
<thead>
<tr>
<th>Program Objective:</th>
<th>Course Objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Communicate and collaborate as members of interprofessional teams to deliver safe, high quality healthcare</td>
<td>2. Utilize therapeutic communication techniques.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Objective:</th>
<th>Course Objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>5. Assess environmental factors that influence the healthcare needs and preferences of individuals as members of families.</td>
</tr>
<tr>
<td>8. Integrate professional values in the delivery of safe, culturally-sensitive care to clients across the lifespan.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Areas of Evaluation</th>
<th>S</th>
<th>U</th>
<th>S</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNICATION &amp; COLLABORATION</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Address clients and families in a respectful manner</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Adapt communication to the needs of clients and families</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Validate communication with client and team members</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Engages as a team member in</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Laboratory, clinical, and community settings</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Interdisciplinary Family Health (IFH)</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Communicates effectively with staff and other community resource individuals</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Prepare for and participate in seminar</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DIVERSITY</th>
<th>S</th>
<th>U</th>
<th>S</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Provide culturally-sensitive care</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Provide non-judgmental care in a variety of settings</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Collaborates for Windshield Assessment</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>- Completes IFH assessments</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Program Objective:</td>
<td>Course Objective:</td>
<td>Areas of Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------</td>
<td>--------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 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. | 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 |
| | | 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 |
| 3. Utilize current evidence to improve healthcare outcomes for clients. | 6. Utilize principles of health teaching and counseling with clients. | | |
| | | 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

COMMUNITY SETTING

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:

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