

Cover Sheet: Request 12323

NUR3XXC Clinical Reasoning and Personalized Nursing Care: Adult Acute Conditions

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Cecile Kiley ckiley@ufl.edu
Created	2/19/2018 11:48:55 AM
Updated	2/19/2018 5:29:09 PM
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.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	NUR - Nursing 313101000	Anna McDaniel		2/19/2018
Current Clinical Evaluation Tool - Sample.docx					2/19/2018
College	Approved	NUR - College of Nursing	Anna McDaniel		2/19/2018
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/19/2018
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 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

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.

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.

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/>.

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)

Student _____
Faculty _____
Semester _____

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

<p><u>Evaluation:</u> 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.</p>	<p>Progression Date: _____ Initial: _____</p>	<p>Final Date: _____ Initial: _____</p>
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	Areas of Evaluation		S	U	S	U
<p><u>Program Objective:</u> 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.</p> <p><u>Course Objective:</u> 1. Apply concepts of wellness promotion and disease, injury, and disability prevention with selected individuals.</p>	<p>THEORY</p> <ul style="list-style-type: none"> ▪ Relate knowledge base to client care across the lifespan <ul style="list-style-type: none"> ✓ Anatomy & physiology ✓ Microbiology ✓ Human growth & development ✓ Nutrition ✓ Statistics ✓ Social or behavioral science ✓ Physical or biological science ✓ Genetics 	□	□	□	□	

	Areas of Evaluation	S	U	S	U
<p><u>Program Objective:</u></p> <ol style="list-style-type: none"> 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. <p><u>Course Objective:</u></p> <ol style="list-style-type: none"> 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. 	<p>CLIENT-CENTERED CARE</p> <p>Assess</p> <ul style="list-style-type: none"> ▪ Collect relevant subjective and objective data ▪ Assess each subsystem <ul style="list-style-type: none"> ✓ Affective ✓ Biological ✓ Cognitive ▪ Assess environment and safety ▪ Assess fluid balance ▪ Organize data using the functional health patterns (FHP) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Areas of Evaluation	S	U	S	U
	Analyze <ul style="list-style-type: none"> ▪ Cluster data into identifying categories ▪ Examine data relationships and patterns ▪ Identify realistic nursing problems 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Plan <ul style="list-style-type: none"> ▪ State realistic short and long term goals for client ▪ Relate goals to identified nursing problems ▪ Plan client-centered nursing interventions 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Implement <ul style="list-style-type: none"> ▪ 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 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evaluate <ul style="list-style-type: none"> ▪ 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 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Program Objective:</u> 7. Utilize wellness promotion and illness prevention strategies with individuals and groups to improve population health outcomes across the lifespan.	WELLNESS PROMOTION & ILLNESS PREVENTION <ul style="list-style-type: none"> • 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 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Course Objective:</u> 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.					

	Areas of Evaluation	S	U	S	U
<p><u>Program Objective:</u> 6. Communicate and collaborate as members of interprofessional teams to deliver safe, high quality healthcare</p> <p><u>Course Objective:</u> 2. Utilize therapeutic communication techniques.</p>	<p>COMMUNICATION & COLLABORATION</p> <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ✓ Laboratory, clinical, and community settings ✓ Interdisciplinary Family Health (IFH) ▪ Communicates effectively with staff and other community resource individuals ▪ Prepare for and participate in seminar 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>Program Objective:</u> 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.</p> <p><u>Course Objective:</u> 5. Assess environmental factors that influence the healthcare needs and preferences of individuals as members of families.</p>	<p>DIVERSITY</p> <ul style="list-style-type: none"> • Provide culturally-sensitive care • Provide non-judgmental care in a variety of settings • Collaborates for Windshield Assessment • Completes IFH assessments 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Areas of Evaluation	S	U	S	U
<p><u>Program Objective:</u> 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.</p> <p><u>Course Objective:</u> 4. Utilize principles of privacy and confidentiality in the interaction with clients.</p>	<p>SAFETY</p> <ul style="list-style-type: none"> • 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 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>Program Objective:</u> 3. Utilize current evidence to improve healthcare outcomes for clients.</p> <p><u>Course Objective:</u> 6. Utilize principles of health teaching and counseling with clients.</p>	<p>EVIDENCE-BASED PRACTICE</p> <ul style="list-style-type: none"> ▪ 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 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>Program Objective:</u> 8. Integrate professional values in the delivery of safe, culturally-sensitive care to clients across the lifespan.</p>	<p>PROFESSIONALISM</p> <ul style="list-style-type: none"> ▪ 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 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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:

Mid-term Progress Satisfactory? Yes No

Identified Strengths: _____

Specific Areas needing Improvement: _____

How this will be accomplished: _____

Comments:

Signatures:

Faculty _____
Student _____

Date _____
Date _____

Final Evaluation:

Final Grade: SATISFACTORY UNSATISFACTORY

Comments:

Signatures:

Faculty _____
Student _____

Date _____
Date _____

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